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ABSTRACT

This guide, which is intended for teachers interested in starting a workplace mentoring program, presents information about mentors and mentoring that can be used to match students with the right mentors in the workplace and help prepare and support students and mentors in enhancing the student-mentor match. The guide begins with background information about the school-to-work initiative and New York's Learning Standards for Career Development and Occupational Studies. The first section is devoted to the benefits of mentoring and mentoring program outcomes and partners. The next two sections explain the processes of selecting, preparing, facilitating, and evaluating students and mentors. Next, considerations in matching students and mentors are examined, and the mentoring relationship is described. In the next section 10 basic steps are outlined to establish and administer a workplace mentoring program. Also, building steps to help the mentoring program are described. The following helpful information is provided: 36 references and resources; addresses of 25 organizations and programs; and pertinent provisions of federal and state labor laws and addresses of 20 contacts. The final section, which constitutes approximately 50% of the guide, contains sample materials related to the following topics: planning the mentoring experience; understanding the qualities of effective mentors; being an effective mentor; and evaluating the learning experience. (MN)

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NEW YORK STATE

Teacher's Guide to Action

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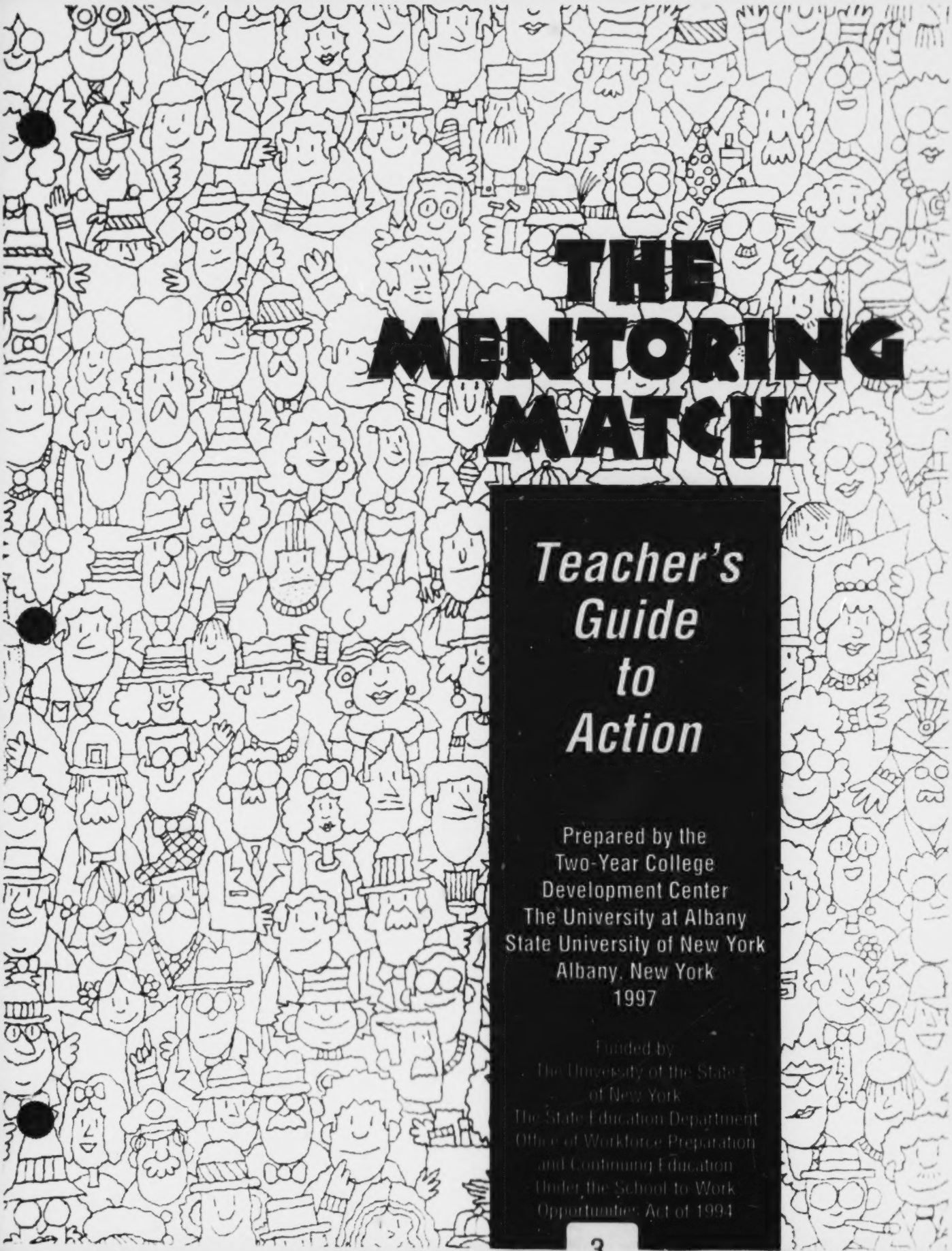

THE MENTORING MATCH

Teacher's Guide to Action

Prepared by the
Two-Year College
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The University at Albany
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Albany, New York
1997

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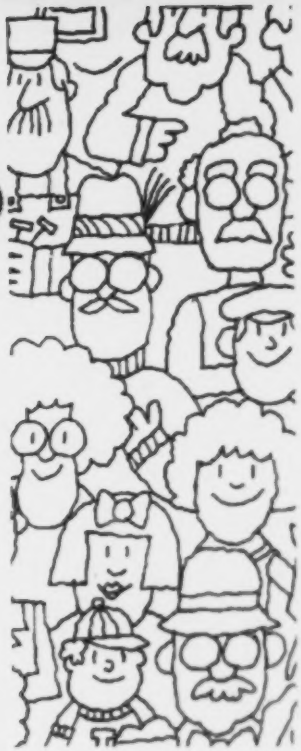

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Scope and Purpose

This practical guide for teachers, rooted in what is known about mentoring, serves a twofold purpose:

- to help match students with the right mentors in the workplace, and
- to help prepare and support students and mentors in enhancing this match.

The Mentoring Match focuses upon mentoring in the workplace, one employee (mentor) with one student. Its ultimate goal is to provide students with an effective learning experience through workplace mentoring.

This guide is prepared primarily for New York State teachers of any subject at the senior high school level (grades 9-12) or to any educator who is placing, or wishes to place, students in workplace experiences. School districts, schools, BOCES, and training programs will contribute their own distinctive aspects.

Individual teachers -- who know the students best -- will identify appropriate applications of this material to the types of knowledge and skills they desire students to acquire. By incorporating mentorships with lesson plans, teachers and other users will perceive the possible opportunities and benefits.

Please customize this guide. Make it your own by changing, improving and adding to it. This will be the most successful application of this material.

Teachers and other users are encouraged to report their experience as a result of using the material in this guide. Please send comments and suggestions to:

Two-Year College Development Center
The University at Albany
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135 Western Avenue, Husted 208
Albany, NY 12222
Fax: (518) 442-9055

A Message to Teachers

This guide is designed with the high school teacher in mind. Its developers intend it to be "user-friendly" and to provide clear and concise information about mentoring students in the actual workplace. This is called "workplace mentoring" or "career mentoring." It differs from "school-based mentoring" in that the student is placed in the world of work as the learning environment. It is more specific than broad-based mentoring in that it emphasizes the student's development of educational and career goals and work skills. However, many elements are similar and have application for any mentoring experience.

Key elements for an effective mentoring experience are provided with much thought devoted to what a teacher needs to do or consider. Many sources of useful information are cited in the final sections under *Helpful Information*, followed by actual examples of materials being used in New York State. Obviously, in the interests of keeping the guide from being too "text-heavy," not everything could be included. The guide's layout lends itself to notations and supplemental material users may wish to add.

As a teacher who wishes to provide successful workplace experience for your students, we hope this guide helps by offering tips for mentoring activities and presenting practical suggestions and sample materials. You are encouraged to use and adapt these materials with your own students to increase their school-to-work opportunities through workplace mentoring. Your first questions may be:

- "Why am I doing this?" or "How do I do this?"
- "Who do I need to connect with?" or
- "Who else is doing this or has done this before?"

Check with colleagues in your building or district who may have a mentoring program in operation, such as a cooperative education coordinator, work experience coordinator, school-to-work coordinator, guidance counselor, or unique placement coordinator. Call your Teacher Center, talk with your union representative and building administrator. *

There is no need to reinvent an existing wheel!

*In New York City, call the Office of Business and Community Relations at the Board of Education, (718) 935-5311. All New York City High School Mentoring Programs are serviced by the New York City Mentoring Program.

Development and Organization

Several experienced educators, including classroom teachers, and business and community leaders throughout New York State formed the focus group to conceive and craft this guide. The varied background and perspectives of the focus group members, as well as the reviewers of the draft guide, provided wise direction for determining its content and format. For this revised edition, many educators involved in mentoring programs contributed constructive revisions based upon their field-testing of the guide. (See *Acknowledgments*, pages iii-vi.)

The guide is organized under major sectional headings. It is structured to facilitate use, duplication, adaptation, and the addition of material the user may discover and desire to include.

User-friendly, interactive features are as follows:

- three-ring binder layout to accommodate additional material and sectional dividers
- wide margins for personal notations
- extra lines with blank space at the bottom of selected pages for ideas and informational items by the individual user
- actual examples or samples of some adaptable materials currently being used

Also, please note the following pages in particular, for quick reference, possible use as handouts, or to locate sample materials included in this guide according to category.

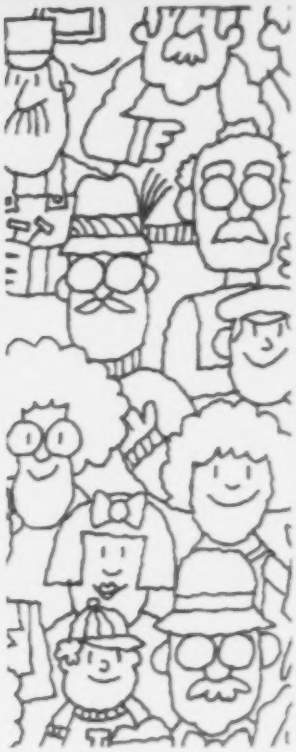
New York State's Learning Standards for Career Development and Occupational Studies *3*

What Mentors Should or Should Not Do. *14-15*

Today's Students: A Briefing for Workplace Mentors ... *18*

10 Basic Steps to Establish and Administer a Workplace Mentoring Program *27*

Index of Sample Materials in this Guide by Four Categories *47-48*



INTRODUCTION

School-to-Work Initiative

Today's workplaces, and those of the 21st century, require a new kind of employee -- manager and worker alike -- one who excels at solving problems, thinking critically, working in teams, and constantly learning on the job. In this new global and technology-driven economy, the comprehensive skills of the workforce are a company's major competitive advantage. Corporate growth, community development, and individual success in this new economy challenge our education system to prepare students accordingly.

The school-to-work, or school-to-careers movement spurred by the federal School-to-Work Opportunities Act of 1994, provides a timely response to this challenge, creating educational initiatives that link learning and earning. The goals of this movement are to provide better education, better employment prospects, adult role models, and postsecondary options for all students.

School-to-work experiences are designed to develop a young person's competence, confidence, and connection that ensure successful careers and citizenship. Workplaces become active learning environments. Employers become joint partners with educators. Schools will urge all students to higher academic and skill standards and help them develop career plans and awareness of the benefits of lifelong learning.

Teacher's Notes:

Career Development Learning Standards

The federal School-to-Work Opportunities Act encourages states to coordinate their school-to-work plans with the overall education reforms they are developing with federal Goals 2000 funding. As part of education reform in New York State, the State Education Department has developed seven curriculum learning standards. The Foreword of the *Career Development and Occupational Studies (CDOS) Learning Standards*, which not only supports the preceding six areas of learning standards but becomes a delivery system for them, asserts that:

> *School learning, with increasing exposure to 'School-to-Work' concepts, thus becomes intimately related to one's overall success in life as well as to productivity in the workplace. Career awareness begins at the early grade levels in a progression where, at the secondary level, more serious choices may be made after suitable exploration of career possibilities and workplace settings. Academic skills can be enhanced through applicability to the world of work.*

Goals 2000, the federal School-to-Work Opportunities Act, and the New York State CDOS Learning Standards apply to all students, providing them with opportunities to explore careers and gain specific career knowledge and transferrable skills. (See the three CDOS Learning Standards on page 3.)

Teacher's Notes:

*Learning Standards for Career Development and Occupational Studies**

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

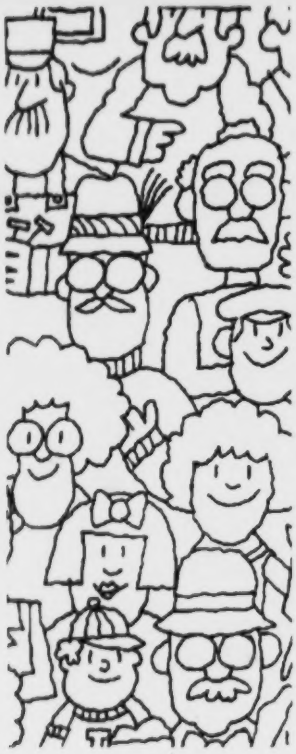
and

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

All students should achieve Standards 1, 2, and 3a in order to be prepared for both the workplace and continuing/higher education. Standard 3b should be achieved by those students selecting a career major.

*From the *Learning Standards for Career Development and Occupational Studies* document by the New York State Education Department, 1996.



MENTORING

Background

The origins of mentoring are rooted in ancient Greek literature. Homer first used the word "mentor" in *The Odyssey*. Odysseus asks his trusted friend, Mentor, to guide his son, Telemachus, from boyhood to manhood, while Odysseus begins his epic voyage. Since then, the term has come to mean a wise and loyal advisor, guide, or coach.

In modern times, the word "mentor" refers to a person who develops a one-to-one relationship with a less experienced person. The mentor listens, advises, encourages, advocates, acts as a role model, and shares information and experience.

What is "mentoring" within the context of school-to-work opportunities? As school-to-work systems emerge throughout the country, a "common language" will help describe the elements that comprise them. To develop a vocabulary with wide acceptance, the National School-to-Work Learning and Information Center facilitated a collaborative process. The process involved state system-builders and their stakeholder colleagues in business and organized labor in defining terms for the area of school-to-work. They offered definitions for several terms, subject to refinement as the initiative matures. The current definition suggested for school-to-work "mentoring" is:

> *Pairing a student with an employee over an extended period of time during which the employee helps the student learn certain skills and knowledge the employee possesses, models workplace behavior, challenges the student to perform well, and assesses student performance. Mentoring may be combined with other work-based learning activities, such as internships or on-the-job training.*

The placement of students in the workplace entails the use of appropriate forms (such as agreement, permission, and insurance forms) as well as regard for transportation and certification considerations. It is also subject to applicable state and federal laws. (See *Labor Laws and Contacts*, pages 37-45.)

For the purposes of this guide, "mentoring" refers only to the process as applied within the school-to-work context.

Benefits

Teachers, mentors, students, and employers are among those who benefit when effective mentoring takes place.

Benefits for the Teacher:

- higher college placement and employment rates of graduates
- lower dropout rates, improved attendance, and increased enrollment
- relevance of academic instruction demonstrated through integrating actual work and life experiences
- improved student appreciation of the real-world applications of academic knowledge
- enhanced sense of reward and enjoyment from teaching because of more enthusiastic students
- increased awareness and information about current practices and technology in business and industry
- greater opportunities for professional development
- increased contact with professionals outside of education
- increased parent contact and support because of relevance to real world
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Benefits for the Mentor:

- personal satisfaction and sense of well-being
- enhanced strengths and increased self-perception
- improved skills in managing and teaching
- reinforced skills in communications, teamwork, motivation, training, and problem-solving
- added sense of achievement through contribution to the student's development
- earned respect as representative of occupational area and particular business or industry
- positive recognition by supervisors and co-workers
- increased ability to relate to young people
- greater awareness of cultural diversity
- increased contact with the education community
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Benefits for the Student:

- increased awareness of the wide range of career options and educational opportunities
- heightened opportunities for employment after graduation
- hands-on work experience while going to school
- improved workplace skills, including problem-solving, communications, teamwork, critical thinking, leadership, and time management
- improved networking skills and potential contacts that may broaden employment options
- greater self-confidence by experiencing success at school and work
- personal help in attaining education and career goals
- availability of somebody who will listen
- greater understanding and learning from the experience of the mentor
- expanded transferrable skills necessary for all careers
- upgraded work readiness skills, such as punctuality, attendance reliability, ability to follow directions, alertness to safety, getting along with co-workers, *etc.*
- improved motivation and trust in adults
- increased potential for making a smooth transition from the classroom to the workplace
- course credit for school or, in some instances, college
- realistic exposure to workplace expectations and practices
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Benefits for the Employer:

- greater access to an expanded and continuous pool of qualified applicants
- increased influence on curriculum development to meet industry requirements for employee skills
- better opportunity to evaluate potential employees in work settings prior to hiring
- increased perception by the community as a concerned stakeholder in the community
- enhanced quality of life in the community creating improved consumer climate
- greater understanding of the educational system and structure and how it relates to the world of business
- improved cooperation between education and business and industry
- acquired positive image of the business by the community
- increased opportunities for partnerships between education and business and industry
- enhanced work environment due to the enthusiasm generated by an effective employee-student relationship
- increased productivity from employees serving as mentors with students
- improved quality and attitude of future workforce
- access to new and fresh ideas
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- _____
- _____
- _____
- _____

Program Outcomes

Most experts say that mentoring works. (See *References and Resources*, cited on pages 31-33.) It helps youth:

- stay in school;
- reduce behaviors that may put them at risk; and
- navigate the sometimes rocky road to adulthood.

In spite of all the benefits and promise of mentoring, it is not easy to establish effective mentoring programs. For example:

- faculty and staff members must be convinced of the need for mentoring;
- student reluctance or lack of maturity must often be overcome;
- employer hesitancy must be countered by including them as partners in program development and mentor training;
- parent involvement is absolutely indispensable.

Teachers need to be persuasive in involving others in these efforts. Mentoring programs can contribute to the independence and self-respect of teachers and students. One significant outcome for teachers is that they gain a window on the state-of-the-art practices in industry.

A significant outcome for students is that it helps them make a smoother transition from the classroom to the workplace. Several desirable career development outcomes result for students, such as:

- greater access to knowledge;
- less isolation from the real world;
- greater achievement orientation;
- more mature development of the work ethic; and
- a clearer sense of career direction.

Program Partners

Administrators, counselors, and teachers (along with employers and parents) need to be included in the full range of mentoring activities -- planning, initial development, implementation, and assessment. The students are their students, too, and great benefit can be derived by sharing the ownership, development, and successes of the mentoring program with these educational colleagues.

Corporate involvement (including both large and small business) must be realized early in the planning and regarded as genuine for appropriate placements to be made. Employers must be treated as equal partners and involved meaningfully in the entire mentorship program. They should be engaged in the discussion of the learning objectives and learning environment needed for students. And they need to understand the benefits to their businesses and to their individual employees who serve as mentors.

Parental involvement in mentoring programs depends as much on the outreach efforts of the teacher or program coordinator as on parents' interest. Parents who feel like they are included as legitimate participants in the program (not just needed to sign consent forms) are more likely to reinforce the mentoring relationship and enhance its success. Also, close connections with parents may reduce concerns that the mentor will replace or undermine their authority.

Other partners and their roles:

THE MENTOR

What is a mentor? According to the dictionary, a mentor is "a wise and trusted friend and guide." Many different terms, including these, have been used and applied to the mentor.

For example, ***a mentor IS:***

- a trusted friend
- an experienced guide/advisor
- a good listener
- a responsive adult
- a reliable and respected person
- a role model
- a coach
- _____

On the other hand, ***a workplace mentor is NOT:***

- a parent or foster parent
- a member of the clergy
- a therapist or professional counselor
- a parole officer
- a cool peer
- a social worker
- a financier
- a playmate
- _____

What should a mentor DO? *[to the mentor]*

- Preserve the mentor/student relationship in the proper perspective -- a close, working partnership.
- Always listen. Hear what the student or parent has to say. You may be able to bring insight to either or both, but never take sides or attempt to solve the problem.
- Be real! Show trust, respect, and understanding to the student. An honest relationship will develop.
- With care and understanding, teach, challenge, and support the student and help him/her to develop a sense of individuality and self-concept.
- Use your expertise and practical wisdom to provide enrichment, inspire dreams, and pursue realistic goals.
- Be an example of a conscientious, competent employee.
- Give praise freely and document the student's accomplishments.
- Demonstrate how to find opportunity in stressful times.
- Help the student clarify her/his expectations of self or those you have of the student.
- Help to solve work-related issues.
- Provide structure for the student and make the student feel a part of the organization.
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What should a mentor NOT do? *[to the mentor]*

- Attempt to replace the parent(s) in situations that the parent should handle.
- Intervene in parent/child disputes.
- Lose or misplace your integrity by trying too hard to facilitate the relationship.
- Be overbearing in trying to tell the student what is best.
- Represent yourself as an authority figure, except as your work responsibilities call for it.
- Attempt to remediate the student's academic failures.
- Betray confidence (other than to report sexual abuse). [See reference to information packet at top of page 31.]
- Look disinterested or seem insincere.
- Have the student watch or do only repetitive or menial work.
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Mentor Selection

Selecting mentors is one of the most important aspects of a mentoring program. Use the items listed on pages 13-15 and a questionnaire to identify characteristics and expertise. (See also the sample materials provided under *Information About Mentors*, pages 65-77.) Ask about interests and specific skills. This is important in the subsequent matching. If possible, conduct an interview which is structured according to the learning objectives for your students.

Establish an appropriate application process if one does not exist. Often, human resource departments will be helpful in this process if they understand the desired educational goals and expectations. A three-part process is effective in the selection process for mentors, but it does not need to be complicated or cumbersome:

- application (a simple, single page form with basic information on the mentor and job area)
- interview (casual, brief conversation with a few well-selected and designed questions)
- references or recommendations (some indication of company sanction or collegial reputation)

Above all, use common sense and good judgment.

Teacher's Notes:

Mentor Preparation

Once the mentors have been selected, determine what will help prepare them effectively. (See the sample materials provided under *Information For Mentors*, pages 79-91.)

An orientation or briefing session for the mentors goes a long way toward making the experience positive for both the mentor and student, especially if this is the mentor's first time as a mentor. Programs which ignored strong recommendations to conduct orientation sessions for mentors have often expressed their regret for this omission after the mentorship failed.

- ***Discuss the role and responsibility of the mentor.***

Share the preceding information with the mentor about what is appropriate in mentoring and what is not. Explain the different learning styles and developmental characteristics of students and provide a description of today's student. (Use page 18.) The mentor may not have been involved with schools or students since her/his own attendance and may need to be updated.

- ***Determine where best to hold the mentor orientation sessions -- at their work location or at the school.***

School-based orientation serves to familiarize those who have not been in a school building for some time with today's students and school setting. Also, the mentor becomes enabled to talk with the student about the student's "workplace." Orientation at the mentor location, on the other hand, decreases the amount of time the mentors must travel.

- ***Provide information about the goals of the program and your expectations for the students.***

Part of the mentor preparation needs to be a list of the competencies or skills expected to be developed by the student, along with a user-friendly checklist for evaluating the student's performance. The skills cited in the SCANS report (reference on page 33) may be useful in this regard. (Examples of student rating sheets are provided under *Evaluating the Learning Experience*, pages 92-101; also see sample materials under *Planning the Mentoring Experience*, pages 49-63.)

The teacher must be forthright with each mentor about the student's skills, abilities, strengths, and weaknesses. This reality-based discussion will help the mentor accommodate both individual student needs and employer considerations.

TODAY'S STUDENTS:
A Briefing for Workplace Mentors

Schools and students keep changing. As a mentor, you need to realize that the classroom and students you remember when you were in school may be dramatically different from those of today. This "briefing" will help give you a perception of today's students -- their characteristics and tendencies, issues and needs that concern them most, and learning styles.

Of course, the student (mentee) working with you is an individual with unique traits, skills, and aspirations. Your guidance, experience, and expertise can provide a valuable learning experience for your mentee. High school students are usually between 14 and 18 years of age (12 to 14 or 15 for middle school students).

Developmental Characteristics

- ***physically:*** still growing but growth slowing, reach 95% of adult height; secondary sex characteristics well-advanced
- ***intellectually:*** increasing competence in abstract thinking; capable of perceiving future implications of acts and decisions, but not always applied; reverts to concrete thinking under stress
- ***socially & emotionally:***
  self -- reestablishing body image as growth slows; preoccupation with fantasy and idealism as abstract thinking and sense of future develop
  family -- major conflicts over controls (*e.g.*, homework, rules, curfew); struggle for emancipation, greater autonomy
  peers -- strong identification with chosen peers to affirm self-image; looking to peers for behavioral codes
  sexuality -- testing ability to attract opposite sex, and parameters of masculinity and femininity; developing sexual codes of behavior and personal value system

General Tendencies

As a group, teenagers: *LIKE* to be included and do things; *LIKE* pictures, graphics, and handouts; *ARE BORED* with statistics; *LOVE* stories; *NEED* varied activities and simple, honest answers; *WANT* to ask questions (but are sometimes very shy about speaking up). They are better listeners than they sometimes look; they may gripe a bit but will work well anyway. Often, teenagers are independent, practical, and detailed in their thinking. They are usually interested in trying new things but may have some difficulty getting started. They enjoy varied activities and cherish adult role models who provide genuine support and guidance.

Current Issues and Needs

While all teenagers face peer pressure and emerging sexuality as part of normal adolescent development, today's students are particularly confronted with, and must deal with, these five major areas: (1) peer pressure, (2) substance abuse, (3) emerging sexuality and teenage parenting, (4) child abuse and family violence, and (5) depression and suicide.

Learning Styles

People absorb information and learn skills in different ways. Teenagers are no exception and each may have his/her own "best way of learning." Learning styles can be categorized as: (1) *visual* -- seeing how to do the work; (2) *hands-on* -- doing the work; (3) *verbal* -- hearing how to do the work; (4) *interactive* -- working in a group; and (5) *print* -- reading about how to do the work. Consider which style may be most effective for your mentee's learning experience.

Mentor Facilitation

Ongoing support of the mentoring relationship is critical. (See the sample materials provided under *Information For Mentors*, pages 79-91.)

During the period of mentoring, make periodic checks with the mentor:

- Ask how the experience is progressing and offer help if needed.
- Thank the mentor for the time and attention devoted to your student.
- Keep in regular contact with the mentor. (Remain in similar contact with the student.)
- Compare oral and written comments made by both.
- Never break the mentor's (or student's) confidence.
- Maintain a parallel contact log with the mentor (and student), arranged by date and time with brief notes on the current status of the experience.

Teacher's Notes:

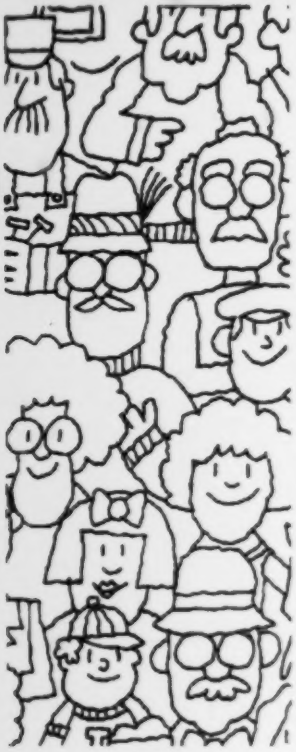
Mentor Evaluation

The mentor should be encouraged to conduct a self-evaluation at the conclusion of the mentorship. Its major purpose is to respond to questions like:

- Would you serve as a mentor again?
- Was the experience worthwhile?
- Why did you think it was successful or unsuccessful?
- Did you enjoy working with the student?
- What benefits did you realize as a mentor?
- Were you and the student well-matched?
- Did your orientation session and handouts help?
- If you served as a mentor again, what changes would you suggest in the program?

Asking for this kind of feedback in the form of a brief note or during a telephone call will provide needed information for you to refine and revise the effort for the next time. (The student evaluation is discussed under *The Student*, page 24.)

Teacher's Notes:



THE STUDENT

Just as volunteers must be prepared to accept the role of mentor, students must be prepared to take full advantage of the mentoring relationship. Teachers are in an excellent position to encourage those students who would benefit most from workplace mentoring. Also, they are most familiar with curriculum requirements for targeting mentorship outcomes.

Student Selection

The process for selecting students for mentorships should be positive and objective. It should be based primarily on the interest and commitment of the student. Students could volunteer or be nominated. The same three-part process for mentor selection is recommended for student selection:

- application (a simple, single-page form with basic information on the student with career interests and some indication of skills and abilities)
- interview (use a few questions designed to determine the level of interest and commitment)
- recommendations or nominations (these can come from other teachers or a guidance counselor)

(See the student career interest inventories cited on pages 31-33 and the sample quiz provided on pages 61-62.)

The selection process may also leave room for other considerations. Students with severe behavioral problems might not be appropriate for the average mentor. However, many students who have serious problems or tragic life circumstances can benefit from the attention of a mentor. Assessments by teachers and guidance counselors of the student's readiness for workplace mentoring are helpful.

Students who actively want to be mentored and who have parental consent are usually excellent candidates. When many different students are involved in workplace mentoring, from academically gifted to at-risk, a positive perception is created.

The selection process can be done in a way that students feel like they earned the privilege of obtaining a mentorship.

Student Preparation

Many students are anxious about the prospect of working with an unknown adult or just don't know how to act around a mentor. They may not understand the importance and role of a mentor in the workplace.

An orientation or briefing for students is a good way of addressing these concerns and for bringing the group of students together. Orientations can be informal and fun, encouraging participation and learning. During the orientation, students may ask the following questions:

- What is mentoring?
- What's so good about it? (What are the benefits?)
- What do mentors and students do?
- When will we meet our mentors?
- Where does this activity take place?
- How long is the mentorship experience?
- Will we be graded on this? Who will grade us? How will we be graded? (What is the assessment process?)

With a little creativity, these sessions can be entertaining and interactive as well as fruitful. One of the most successful approaches has been to involve the students, and students who have already completed a mentorship, in a discussion of the expectations and benefits of workplace mentoring. (See the sample materials under *Planning the Mentoring Experience*, pages 49-63.)

Another aspect of the student's preparation is attention to career planning. Several excellent interest inventories and career assessment instruments are available. (Some student career interest inventories are cited under *References and Resources*, pages 31-33; a sample quiz is provided on pages 61-62.) Discussion of the results of such inventories with peers, their mentors, and teachers can position the student well for an effective mentoring experience. These results may also be shared with mentors and parents.

Student Facilitation

Just as volunteer mentors need to be encouraged, students need to be supported for their participation. A way to accomplish this and provide ongoing contact with them, is to host occasional discussion groups. This will also prove a good way to keep tabs on individual relationships and to gauge the effectiveness of the program in addressing the students' needs.

Students may want to share their experiences with other students and get advice on certain situations. Discussion sessions provide them the opportunity and also allow the teacher to hear what their concerns are and what is going well and not so well. These discussions can be brief, informal, and fun.

Regular contact with students is important.

The mentoring program's success hinges greatly upon this key component. Such communication will keep minor problems small and even prevent others. Teachers can help a great deal by showing enthusiasm about the student's opportunity and interest in his/her descriptions about the experience. Teachers can ask for their opinions on what's good and what's not so good about it. As teachers, they can reassure the students that they are available to talk about it and to help resolve any issues that arise.

Teacher's Notes: _____

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Student Evaluation

The most important aspect of evaluation is how the student did with respect to the program objectives. For this purpose, the teacher sets measurable student performance objectives and establishes various ways to collect assessment information, especially from the mentor. Sometimes, it may be appropriate to share information from the mentor's evaluation of the student with parents. (See the sample materials under *Evaluating the Learning Experience*, pages 92-101.)

The mentor should be in the position of providing evaluation information to the teacher for the final assessment. The quality of the information received depends largely upon the contact the teacher has had with the mentor and upon the clarity and effectiveness of any assessment instrument used with the mentor. Portfolio assessment could offer a compatible approach to the mentoring experience, with job tasks and product outcomes, including comments by the mentor.

If the goal is improved grades or attendance and the students are not showing any gains, consider how to modify the mentoring process. The student may also have personal goals that need to be considered. Answer questions like:

- Did the students learn any specific job skills or general workplace skills?
- Did the students develop clearer career and education goals? Evaluation ***by*** the students may also be helpful.
- Did the students view the experience as beneficial for their futures?
- Would the students recommend the experience to other students?

Good information can be obtained through followup interviews with mentors, even on the telephone. Plus, this provides another opportunity to thank them and invite them to do it again next year or next semester! (See especially the suggested ideas in the sample of Tech Prep's *Evaluating the Learning Experience*, page 92.) The approach or instrument used to evaluate each mentoring experience should provide some evidence to this question for each student: "Did the student fulfill the standards of performance set for her/him as a result of this mentorship?"

THE MATCH

The literature on the matching process shows no single approach. Some studies say that similarity between mentor and mentee is necessary, others suggest just the opposite.

Matching Considerations

The needs of the student must be the primary consideration in any match. What are those needs -- help choosing a career area, a role model, a job experience? Which mentor can best meet those needs? Base the matchups on the answers to these and similar questions. (See sample materials under *Planning the Mentoring Experience* , pages 49-63.)

The student and mentor should share something in common, such as similar interests, career goals, or demographics. This will help to establish their relationship. During the matching process, use your knowledge of the students, along with the mentor and student mentee interest surveys to help make decisions.

Matching is more of an art. Since it is an intensely personal experience for both parties, participants whose relationships don't "take" are not failures. Continual contact with the mentor, especially through on-site visits, goes a long way to sustaining mentor interest, solidifying the mentoring relationship, and keeping the program viable. Employer-mentors often lose interest if the teacher or coordinator cannot meet personally with them on a regular basis.

If a match is unsuccessful, try an alternate one.

Teacher's Notes:

The Mentoring Relationship

Some researchers suggest that the relationship has a mutuality of self-interest (Lorentz and Pascarelli, 1988, cited on page 32): "The mentor needs the mentee in a mentoring relationship as much as the mentee needs the mentor." They refer to four stages of the mentoring relationship as it develops:

- initiation -- the mentor and mentee begin to interact and the relationship starts to solidify
- cultivation -- more frequent interactions and growth of skills, strengthening of self-concept, and new definition of self begins to emerge
- transformation -- mentee becomes more confident and aware of mentor's strengths and limitations
- empowerment -- mutual respect achieved and mentee develops ability to initiate independent action

These four stages do not necessarily happen in a set period of time and all relationships may not reach all the stages. However, each stage is considered positive and rewarding for mentees. What seems most important is the ability of the mentor to empathize with the student, identify her/his needs, and to provide manageable steps to fill those needs.

It may be helpful to share and discuss these stages during the respective orientation sessions for mentors and students. As the mentors and students enter the experience, especially for the first time, it would be helpful for them to understand that the mentoring relationship will grow and change.

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ACCENT ON SUCCESS

Action Steps: How to Make It Work

To establish and administer a workplace mentoring program, follow the 10 basic steps outlined below:

1. ***Learn about mentoring and school-to-work opportunities.***
   - note resources cited and sources listed for more information
   - review sample materials for possible adaptations
   - gather and place additional items in the guide
2. ***Connect with and involve interested partners.***
   - team up with educational colleagues
   - involve parents and business persons (See page 28.)
   - mutually establish roles and responsibilities
3. ***Describe and advertise opportunity to students.***
   - share purposes and applicable benefits of mentoring
   - establish criteria for participation and ask students to apply
   - identify student career interests (use simple inventories)
4. ***Describe and advertise mentor opportunity to employers.***
   - share purposes and applicable benefits of mentoring
   - invite volunteers to apply to serve as mentors
   - establish a process for application and selection
5. ***Make the match between mentor and student.***
   - consider interests, skills, and career areas
   - convene orientations for both and set expectations for the mentorship
6. ***Keep in touch with both mentor and student.***
   - by phone or visit maintain ongoing contact with mentor
   - schedule regular meetings with mentor
   - foster continuous feedback on "How's it going?"
7. ***Celebrate program completion in a tangible way.***
   - give certificates to both mentors and students
   - hold an event to recognize and appreciate participants and partners
8. ***Evaluate the outcomes of the mentoring experience.***
   - assess the performance outcomes for each student
   - gauge the contribution of each mentor
   - evaluate the effectiveness of the program's outcomes and processes
9. ***Upgrade the program based on all assessments.***
   - revisit program purposes and desired outcomes, and plan accordingly
   - adopt improvements to process and procedures (See page 29.)
   - document achievements and accomplishments
10. ***Publicize successes as widely as possible.***
    - gather "testimonials" from employers, mentors, students, parents
    - prepare news releases, items for newsletters, *etc.* (See page 30.)
    - seize every opportunity to increase program visibility

Before you begin:

- Assess support for a mentoring program in your school.
- Match student interest to community resources. (A mentoring program is "learner-centered.")
- Identify resources within the community:

  - Chamber of Commerce
  - New York State Department of Labor
  - Economic Development Corporation
  - Service and Community Based Organizations
  - Parents and Parent Organizations
  - Trade Organizations and Unions
  - Professional and Service Associations, *etc.*

Identify , write, or call potential placement sites:

- Describe your program.
- Explain the benefits for students.
- Explain the benefits for employers.

Visit the placement site:

- Meet the mentor in person.
- Review the goals, responsibilities, and expected outcomes for both student and mentor.
- Work out the logistics of the placement, *e.g.*, transportation, special insurance, safety.

Consider the following kinds of questions:

- Has the mentor had previous experience?
- How and when will the mentor interact with the student?
- How will the mentorship support a positive "learner-centered" experience?

Building Steps: How to Keep It Working

A mentoring program can be wonderfully effective, serve the needs of the student extremely well, and yet not grow in quality or quantity from year to year. Two factors contribute significantly to the growth of a mentoring program. Both of these must be handled as integral components in building any mentoring program:

1. Continuous Improvement Through Assessment

With the evaluation information and other feedback from the mentor, the mentee, and your own notes, you have all you need to apply the concept of continuous improvement. Develop new procedures and make modifications based on the information from the participants. Specify the findings and indicate the resulting changes you are implementing each time.

Involve parents, mentors, and students in discussing the feedback and enlist their help in identifying refinements and remedies. Ask parents what changes they saw in their child during the mentorship. This will also increase support for the effort as a shared responsibility.

The matching process is at the heart of continuous improvement. As more experience is acquired at matching mentor and student -- in providing a "win-win" mentoring experience -- the entire program benefits. What was good about a match can be based on issues like:

- The mentor understands and has empathy for a student with disabilities.
- The mentor is able to talk with a student who is not outgoing.
- The mentor easily adapts directions to fit the learning style of the student.

As more matchups are observed over time, increased sensitivity and insights will result in being able to identify potentially effective or ineffective matches.

The more the mentoring match process matures, the better the program becomes.

2. Community Support Through Marketing

When something goes well, everybody should know all about it. Only a few of the following techniques need to be implemented to bring positive attention to the school-to-work opportunities in mentoring.

- Send out news releases to community newspapers on each mentor and student at the start and finish of each placement.
- Place photos and an information item in newsletters distributed by the district, employers, parent groups, and others.
- Establish a Mentor Advisory Board and a "buddy system" to connect experienced mentors with new mentors.
- Hold a celebration event upon the successful completion of the mentoring process, inviting the media, all mentors, student mentees, parents, and other selected guests.
- Document the desired student outcomes that were achieved and publish and distribute a mentorship brief highlighting these accomplishments.
- Have the students carry out appropriate marketing activities as a project for the mentoring effort.
- Involve mentors in ongoing staff development workshops.

These and original ideas of your own will bring positive attention to the mentoring program, yielding community support and increasing the pool of interested participants.

Teacher's Notes:

HELPFUL INFORMATION

References and Resources

Abell Foundation, Inc., The. *Mentoring Manual: A Guide to Program Development and Implementation.* January 1990.

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Flaxman, E., "Standards for Mentoring in Career Development," *IEEE Brief.* Teachers College, Columbia U., Institute on Education and the Economy. November 1993.

Gray, W. "Advice on Planning Mentoring Programs for At-Risk Youth," *Mentoring International.* March 1989.

Kirk, J. & Kirk, L. *Training Games for Career Development.* McGraw-Hill, Inc. 1995.

- "Matching Orientations" enables participants to identify orientations toward work, using Derr's five career orientations according to personality traits and implementation strategies, with case studies (pp. 73-79).
- "Mentor Mania" enables participants to match themselves with compatible mentoring partners, using a mentoring roles inventory (pp. 257-261).

Lorentz, E. & Pascarelli, J. *Mentoring: A Journey Not a Destination.* Concept paper presented to the New York State Task Force on Mentoring. January 1988.

MentorWorks, Inc. *TeamWorks: Team Mentoring for Middle School Youth, Operations Manual.* 1994.

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New York City Board of Education. *Mentoring Program Manual: A Handbook for Implementing a Mentoring Project in Your School.* Spring 1984.

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United States Department of Labor, The Secretary's Commission on Achieving Necessary Skills. *What Work Requires of Schools: A SCANS Report for America 2000.* June 1991.

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Willbur, J. *Recruiting, Training and Rewarding Mentors: A Structured Mentoring System that Achieves Measurable Results.* Paper presented at National Mentoring Conference. May 1989.

Organizations and Programs

Academy for Educational Development ..... (202) 884-8000
School-to-Work Transition
1875 Connecticut Avenue, NW, Suite 900
Washington, DC 20009

American Vocational Association ..... (800) 826-9972
1410 King Street
Alexandria, VA 22314

Big Brothers/Big Sisters of America ..... (215) 567-7000
230 North 13th Street
Philadelphia, PA 19107

Career Communications, Inc. ..... (800) 669-7795
6701 West 64th Street
Overland Park, KS 66202
Website: http://www.carcom.com

Center for Community Career Education ..... (423) 755-4475
University of Tennessee
615 McCallie Avenue
Chattanooga, TN 37403

Center for Workplace Learning ..... (02) 267-9222
Dusseldorp Skills Forum, Inc.
The University Centre
210 Clarence Street
Sydney, Australia 2000

Cities in Schools ..... (202) 861-0230
1023 15th Street, NW, Suite 600
Washington, DC 20005

International Centre for Mentoring ..... (604) 684-4134
1200 West Pender St., Suite 510
Vancouver, B.C., Canada V6E 2S9

MENTOR Program, The ..... (212) 510-7507
New York Alliance of Public Schools, the Federal Bar Association, and the New York City Board of Education
180 Maiden Lane, Suite 3600
New York, NY 10038

Mentoring Association, The ..... (616) 387-3320
Western Michigan University
Ellsworth Hall, A202
1201 Oliver Street
Kalamazoo, MI 49008-5161

National Alliance of Business ..... (202) 289-2888
1201 New York Avenue, NW, Suite 700,
Washington, DC 20005

National Dropout Prevention Center ..... (803) 656-2599
Clemson University
205 Martin Street
Clemson, SC 29634

National Mentor Network ..... (412) 622-1491
Public Television Outreach and WQED
4802 Fifth Avenue
Pittsburgh, PA 15213

National School-to-Work Learning & Information
Center, The ..... (800) 251-7236
400 Virginia Avenue, SW, Room 210
Washington, DC 20024
Federal School-to-Work Office's
Website: http://www.stw.ed.gov/general/general.htm

National Urban League ..... (212) 310-9292
500 East 62nd Street
New York, NY 10021

NETCORE ..... (518) 877-0917
Network for Employment Training through
Coordinated Opportunities and Resources in Education
P. O. Box 1033
Saratoga Springs, NY 12866

New York City Board Of Education ..... (718) 935-5311
Office of Business and Community Relations
110 Livingston Street, Room 406
Brooklyn, NY 11201

New York State Department of Labor ..... (518) 457-6821
School-to-Work Office
State Office Building Campus
Building 12, Room 274
Albany, NY 12240

New York State Education Department ..... (518) 474-3302
School-to-Work Team
Office of Workforce Preparation
and Continuing Education
Education Building, Room 307
Albany, NY 12234
Website: http://www.nysed.gov/workforce/work.html

New York State Occupational Education
Equity Center ..... (518) 786-3230
6 British American Boulevard, Suite G
Latham, NY 12110

One to One New York ..... (212) 339-0141
375 Park Avenue, Suite 1705
New York, NY 10152

One to One Partnership, Inc. ..... (202) 338-3844
2801 M Street, NW
Washington, DC 20007

Rochester's Mentoring Roundtable ..... (716) 262-8247
Rochester City School District
131 West Broad Street
Rochester, NY 14617

Two-Year College Development Center ..... (518) 442-5590
University at Albany
135 Western Avenue, Husted 208
Albany, NY 12222

United Way of America ..... (703) 836-7100
701 North Fairfax Street
Alexandria, VA 22314

Labor Laws and Contacts

Educators who coordinate workplace mentoring programs and place students with employers must be familiar with the relevant federal and state regulations.

The following material provides information on prohibited occupations and permitted working hours affecting the placement of minors. It also includes the addresses and telephone numbers of the regional contacts for the New York State Department of Labor.

- **Prohibited Occupations 38**

  State Prohibited Occupations 38
  Federal Prohibited Occupations 41

- **Permitted Working Hours for Minors Under Age 18 ..... 42**

- **Department of Labor Directory 44**

NOTE: *All of the material in this subsection (pages 38-45) is reprinted with permission from "WORK-BASED LEARNING: A Resource Guide for Change," which was developed and prepared by the Hudson River Center for Program Development with funds provided by the New York State Education Department under the federal School-to-Work Opportunities Act of 1994.*

Prohibited Occupations

According to the New York State Department of Labor's *Laws Governing the Employment of Minors* (1993), the following occupations are prohibited by either state or Federal regulations.

STATE PROHIBITED OCCUPATIONS

No one **under age 18** may be employed in or assist in:

- any occupation at construction work, including wrecking, demolition, roofing, or excavating operation and the painting or exterior cleaning of a building structure from an elevated surface.
- any occupation involved in the operation of circular saws, bandsaws, and guillotine shears.
- any occupation in or about a slaughter and meat-packing establishment, or rendering plant.
- any occupation involved in the operation of power-driven wood-working, metal- forming, metal-punching, metal-shearing, bakery and paper products machines.
- any occupation involved in the operation of power-driven hoisting apparatus.
- any occupation involved in the manufacture of brick, tile, and kindred products.
- any occupation involving exposure to radioactive substances or ionizing radiation, or exposure to silica or other harmful dust.
- logging operations and occupations in the operation of any saw mill, lath mill, shingle mill, or cooperage-stock mill.
- any occupation in or in connection with a mine or quarry.
- as a helper on a motor vehicle.
- the care of operation of a freight or passenger elevator, except that minors over 16 may operate automatic, push-button control elevators.
- work in manufacturing, packing, or storing of explosives, or in the use or delivery of explosives.

- operating or using any emery, tripoli, rouge, corundum, stone, silicon carbide or any abrasive, or emery polishing or buffing wheel, where articles of the baser metals or iridium are manufactured.
- adjusting belts to machinery or cleaning, oiling, or wiping machinery.
- packing paints, dry colors, or red or white leads.
- preparing any composition in which dangerous or poisonous acids are used.
- operating steam boilers subject to Section 204 of the Labor Law.
- in penal or correctional institutions, if such employment relates to the custody or care of prisoners or inmates.

These prohibitions do not apply to minors younger than 18 who are apprentices individually registered in apprenticeship programs duly registered with the Commissioner of Labor or to student-learners enrolled in recognized cooperative vocational training programs, or to trainees in approved on-the-job training programs.

They do not apply to minors 16 to 18 years-old who have completed training as a student learner or trainee in an on-the-job training program, or has completed a training program given by a public school or a nonprofit institution, which includes safety instruction approved by the Commissioner of Labor. There are regulations governing the approval of these safety instructions.

Additionally, state regulations forbid **minors under 16** being employed in or assisting in:

- any occupation in or in connection with a factory, except in delivery and clerical employments in an enclosed office of a factory or in dry cleaning stores, shoe repair shops and similar service stores.
- painting or exterior cleaning in connection with the maintenance of a building or structure.
- the operation of washing, grinding, cutting, slicing, pressing, or mixing machinery.
- operating or assisting in operating any machinery unless all moving parts other than keys, levers, or handles are so guarded as to prevent any part of the person or clothing of the operator from touching them.
- any employment in institutions in the Department of Mental Health. (However, participation in recreation and leisure activities, social skills development, companionship and/or entertainment as part of an organized volunteer program approved by the Commissioner of Mental Health does not constitute employment or assistance in employment and may be performed by youthful volunteers at least age 14.)
- industrial homework.

- places of entertainment as a rope or wire walker or gymnast unless the minor is protected by the use of safety devices or protective equipment, which comply with the provisions of the Federal Occupational Safety and Health Act.
- peddling; drug traffic; or any practice, exhibition, or place dangerous or injurious to life, limb, or morals.

New York State regulations for prohibited occupations in agriculture for 14- and 15-year-olds also exist. Contact the Division of Labor Standards for further information.

A **female of any age** may not be employed:

In factory or mercantile establishments within four weeks after childbirth unless she presents to her employer a written statement expressing her desire for earlier employment and a written opinion by a qualified physician that she is physically and mentally capable of discharging the duties of her employment.

FEDERAL PROHIBITED OCCUPATIONS

In addition to the State regulations concerning prohibited occupations, there are 17 Federal Hazardous Orders in Non-Agricultural Occupations that prohibit the employment of **minors under age 18** engaged in interstate commerce. These orders apply to occupations:

1. in or about plants manufacturing or storing explosives or articles containing explosive components.
2. motor vehicle driver and outside helper.
3. coal-mining occupations.
4. logging and/or in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
5. involved in the operation of power-driven wood-working machines.
6. involving exposure to radioactive substances and to ionizing radiation.
7. involved in the operation of elevators and other power-driven hoisting apparatus. (However, minor 16 and 17 years-old are permitted to operate and ride on automatic enclosed elevators.)
8. involved in the operation of power-driven metal-forming, punching and shearing machines.
9. in connection with mining, other than coal.
10. involving the operation, setting up, adjusting, cleaning, oiling, wiping, or repairing of a meat slicer.
11. involved in the operation of certain power-driven bakery machines.
12. involved in the operation of certain power-driven paper products machines.
13. involved in the manufacture of brick, tile, and kindred products.
14. involving the operation of power-driven circular saws, band saws, and guillotine shears.
15. involving wrecking, demolition, and shipbreaking operations.
16. involving roofing operations.
17. involving excavation operations.

OTE: Orders 5, 8, 10, 12, 14, 16, and 17 contain exemptions for apprentices and student learners, and gh school graduates who have completed training as student learners, when employed under prescribed nditions.

Permitted Working Hours for Minors Under Age 18

Age of Minor (Boys and Girls)	Industry or Occupation	Maximum Daily Hours	Maximum Weekly Hours	Maximum Days per Week	Permitted Hours
MINORS ATTENDING SCHOOL When School is in Session					
14 and 15	All occupations except farm work, newspaper carrier and street trades	3 hours on school days[1] 8 hours on other days	18	6	7AM to 7PM
16 and 17	All occupations except farm work, newspaper carrier and street trades	4 hours on days preceding school days (i.e., Mon., Tues., Weds., Thurs.)[2] 8 hours on Fri., Sat., Sun. and Holidays	28	6	6AM to 10PM[3]
When School is NOT in Session (Vacation)					
14 and 15	All occupations except farm work, newspaper carrier and street trades	8 hours	40	6	7AM to 9PM June 21 to Labor Day
16 and 17	All occupations except farm work, newspaper carrier and street trades	8 hours	48[4]	6[4]	6AM to Midnight[4]
MINORS NOT ATTENDING SCHOOL					
16 and 17	All occupations except farm work, newspaper carrier, and street trades	8 hours	48[4]	6[4]	6AM to Midnight[4]

[1] Students 14 and 15 enrolled in an approved work study program may work 3 hours on a school day; 23 hours in any one week when school is in session.

[2] Students 16 and 17 enrolled in an approved Cooperative Education Program may work up to 6 hours on a day preceding a school day other than a Sunday or Holiday when school is in session as long as the hours are in conjunction with the program.

[3] 6AM to 10PM or until midnight with written parental and educational authorities consent on a day preceding a school day and until midnight on day preceding a nonschool day with written parental consent.

[4] This provision does not apply to minors employed in resort hotels or restaurants in resort areas.

Permitted Working Hours for Minors Under Age 18

continued...

Age of Minor (Boys and Girls)	Industry or Occupation	Maximum Daily Hours	Maximum Weekly Hours	Maximum Days per Week	Permitted Hours
FARM WORK					
12 and 13	Hand harvest of berries, fruits and vegetables.	4 hours	–	–	June 21 to Labor Day/9AM to 4PM day after Labor Day to June 20
14 and older	Any farm work.		–	–	–
NEWSPAPER CARRIERS					
11 to 18	Delivers, or sells and delivers newspapers, shopping papers, or periodicals to homes or business places.	4 hours on school days 5 hours on other days	–	–	5AM to 7PM or 30 minutes prior to Sunset, which ever is later.
STREET TRADES					
14 and 18	Self-employed work in public places selling newspapers or work as a shoeshiner.	4 hours on school days 5 hours on other days	–	–	6AM to 7PM

Chart from the New York State Department of Labor's
Laws Governing the Employment of Minors

Department of Labor Directory

Areas and Counties Served		Labor Market Analyst
REGION:	Capital	James H. Ross
AREAS:	Albany-Schenectady-Troy MSA, Glens Falls MSA	Saratoga Mall 3035 Route 50
COUNTIES:	Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Warren, Washington	Saratoga Springs, NY 12866 Phone: (518) 587-8508 Fax: (518) 584-1677
REGION:	Central New York	Roger Evans
AREAS:	Syracuse MSA	450 S. Salina Street, Room 300
COUNTIES:	Cayuga, Cortland, Onondaga, Oswego	Syracuse, NY 13202 Phone: (315) 479-3390 Fax: (315) 479-3421
REGION:	Finger Lakes	William Ramage
AREAS:	Rochester MSA	130 West Main Street
COUNTIES:	Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming, Yates	Rochester, NY 14614 Phone: (716) 258-8870 Fax: (716) 258-8881
REGION:	Hudson Valley	Frank Surdey
AREAS:	Dutchess County PMSA, Newburgh PNSA, (Orange Co., NY and Pike Co., PA)	30 Wall Street
COUNTIES:	Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster, Westchester	Binghamton, NY 13901 Phone: (607) 773-7202 Fax: (607) 773-7218
REGION:	Long Island	Gary E. Huth
AREAS:	Nassau-Suffolk PMSA	303 W. Old Country Road
COUNTIES:	Nassau, Suffolk	Hicksville, NY 11801 Phone: (516) 934-8559 Fax: (516) 934-8553

REGION: Mohawk Valley
AREAS: Utica-Rome MSA
COUNTIES: Fulton, Herkimer, Madison, Montgomery, Oneida, Schoharie

Mark Barbano
State Office Building
207 Genesee Street, Room 604
Utica, NY 13501
Phone: (315) 793-2282
Fax: (315) 793-2514

REGION: New York City
AREAS: New York Combined Area, New York PMSA, New York City
COUNTIES: Bronx, Kings, New York, Queens, Richmond

James P. Brown
1 Main Street, Room 921
Brooklyn, NY 11201
Phone: (718) 797-7692
Fax: (718) 797-7704

REGION: North Country
COUNTIES: Clinton, Essex, Franklin, Hamilton, Jefferson, Lewis, St. Lawrence

Alan Beideck
11 St. Bernard Street
Saranac Lake, NY 12983
Phone: (518) 891-6680
Fax: (518) 891-5608

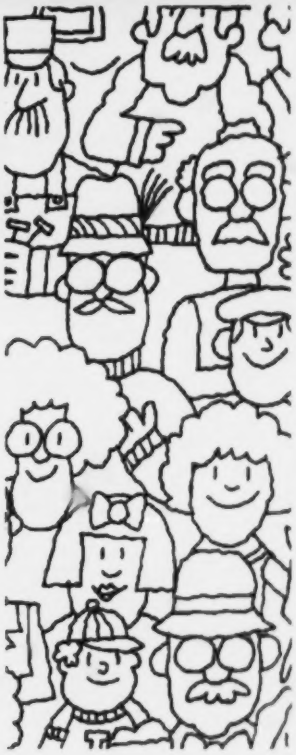
REGION: Southern Tier
AREAS: Binghamton MSA, Elmira MSA
COUNTIES: Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga, Tompkins

Joseph Kozlowski
30 Wall Street
Binghamton, NY 13901
Phone: (607) 773-7202
Fax: (607) 773-7218

REGION: Western New York
AREAS: Buffalo-Niagara Falls MSA, Jamestown MSA (Chautauqua Co.)
COUNTIES: Allegany, Cattaraugus, Chautauqua, Erie, Niagara

George Smyntek
290 Main Street
Buffalo, NY 14202
Phone: (716) 851-2742
Fax: (716) 851-2792

Revised 5/23/94



SAMPLE MATERIALS

Copies of materials developed and used by various educational institutions and other organizations are provided in this section.

Most of these examples were prepared specifically for the purposes of a mentoring program. They can be readily adapted for use. Other examples, although not specifically geared to mentoring, suggest approaches that can be applied with some modification.

These sample materials appear under the following four categories:

Planning the Mentoring Experience

- Expectations: Making the Relationship Work 49
  (Syracuse SMYLE Project, 1988)
- Our Mentoring Plan 51
  (New York City Mentor Program)
- Activities Planning Worksheet 52
  (New York City Mentor Program)
- Contract for Mentorship/Independent Study 53
  (Syracuse City School District)
- Vocational Internship Program 55
  Memorandum of Agreement, Paid Internships
  (WSWHE BOCES)
- Vocational Internship Program 56
  Memorandum of Agreement, Unpaid Internships
  (WSWHE BOCES)
- Work Study Training Agreement 57
  (Hamilton-Fulton-Montgomery BOCES)
- Student Contract 59
  Capstone/Career Exploration/Internship
  (WSWHE BOCES)
- Discover Your Career Interests 61
  (Career Communications, Inc.)
- Coordinator Checklist 63
  Career Exploration Internship Program
  (source unknown)

Information About Mentors

- Qualities of Successful Mentors 65
  (source unknown)
- How to Be a Role Model 67
  (Greater Capital District Tech-Prep Consortium, Gender Equity Project, 1994)
- Questions for the Role Models 71
  (Greater Capital District Tech-Prep Consortium)
- Questionnaire for Prospective Mentors 73
  (New York City Public Schools)

Information For Mentors

- What Can a Mentor Hope to Accomplish? 79
  (Syracuse SMYLE Project, 1988)
- What to Say About Your Occupation 81
  (Orange-Ulster BOCES, 1993)
- "World of Work Awareness" -- Getting Started 83
  (New York City Mentoring Program)
- On-the-Job Training 85
  (Hamilton, S. And Hamilton, M. A., 1993)
- Work Habits in the Real World 87
  (*A Handbook for Mentors*)
- Sponsor Checklist -- FIT Internship Program 89
  Fashion Institute of Technology
- Ideas to Enhance the Experience 91
  (Tompkins Cortland Tech-Prep Consortium)

Evaluating the Learning Experience

- Evaluating the Learning Experience 92
  (Tompkins Cortland Tech-Prep Consortium)
- Mentor Weekly Progress Document 93
  (Southwestern New York School and Business Alliance Employment/Practicum Program)
- Employer Evaluation Report 95
  (Russell Sage College Sageworks Program)
- Student End of Term Evaluation 96
  (Russell Sage College Sageworks Program)
- Student Performance Appraisal Form 97
  (source unknown)
- Student Report -- Career Exploration Program 99
  (WSWHE BOCES)
- Cooperative Education Evaluation Report 100
  (WSWHE BOCES)
- CEIP Evaluation Form (Mohonasen High School) 101

EXPECTATIONS: Making the Relationship Work

Mentee Expectations of a Mentor:

- good telephone conversation
- having fun
- being a friend
- some one to talk to and be able to freely express what we feel
- loyalty
- honesty
- open minded and able to keep secrets
- good contact
- be themselves
- respect for each other
- and don't act like my mother [or father]

How to Make the Relationship Work:

- making the effort
- time
- want and desire
- positive attitude
- cooperation
- comfortableness between the mentor and mentee
- commitment to the relationship
- acceptance
- don't be overdemanding
- trust
- caring
- self-discipline
- sense of humor

Mentor Expectations of a Mentee:

- respect
- reliability
- honesty
- dependability
- for the mentee to be herself [himself]
- be responsible
- patience
- trust and loyalty
- self-respect

Expectations of the SMYLE Staff:

- be a resource
- honesty
- support
- information on the issues
- accessibility
- respect
- sense of humor

(Syracuse SMYLE Project, 1988)

OUR MENTORING PLAN

Mentor:_____ Mentee:_____

Focus Area: _____ Date: _____

Mentor's Affiliation: _____ Mentee's School:_____

Our goals for working together in the Mentoring Program this year are:

AT THE COMPLETION OF THE MENTORING PROCESS, I _____ (mentee)
WILL BE ABLE TO:

DO:

KNOW:

BE MORE AWARE OF:

Some specific activities to accomplish these goals are:

I will measure these results by:

We will meet on _____ (date) to evaluate our progress.

NYC MENTOR PROGRAM
ACTIVITIES PLANNING WORKSHEET

Focus Area: _____ Date: _____

Mentor : _____ Mentee: _____

Company/Affiliation: _____

Telephone: (Day) _____ (Evening) _____

I. What goals do you want to set for your mentoring relationship?

II. List three (3) activities (related to your goals) in which you see yourself most easily participating:

III. List an activity which would challenge you the most (e.g., one for which you would appreciate some assistance in conducting or one which would require you to use new skills):

IV. Name one skill you feel confident in sharing with your mentee:

V. List two possible mini-projects you and your mentee could work on:

VI. What do you hope to learn from the mentoring process? (Please continue on the back of this sheet.)

SYRACUSE CITY SCHOOL DISTRICT
Career Awareness

Contract for Mentorship/Independent Study

The undersigned student, mentor, and program teacher agree to the followin; description, conditions, and terms of mentorship/independent study according to the guidelines of the program.

Student Name _____

School _____ Grade _____

Clinical Site _____

General Subject of Study _____

_____

_____

Specific Focus of Research _____

_____

_____

Resources to be Utilized _____

_____

_____

Meeting Times and Duration of Study _____

_____

Outcome of Study and Means of Sharing _____

_____

Criteria for Evaluation _____

_____

Credit to Be Earned _____

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Specific Responsibilities of the Student _____

_____

_____

_____

_____

_____

_____

_____

_____

Responsibilities of the Mentor _____

_____

_____

_____

_____

Responsibilities of the Program Teacher _____

_____

_____

_____

_____ _____
Student Signature Date

_____ _____
Mentor Signature Date

_____ _____
Teacher Signature Date

cc: Program Administrator

WASHINGTON•SARATOGA
BOCES
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
WARREN•HAMILTON•ESSEX

VOCATIONAL INTERNSHIP PROGRAM

(Paid Internships)

Memorandum of Agreement

F. Donald Myers Education Center
Henning Road
Saratoga Springs, NY 12866
518-581-3633
Fax: 518-581-3809

1. This establishes an agreement between the Washington-Saratoga-Warren-Essex Board of Cooperative Educational Services and _____ (Name of Employer) _____ (Contact Person)

_____ (Address) _____ (Zip) _____ (Phone Number)

regarding the placement of _____ (Name of Student) _____ (Phone Number)

_____ (Street Address) _____ (City) _____ (State) _____ (Zip)

from _____ (Home School District)

2. The employer shall adhere to New York State and/or United States Labor Laws. The employer agrees to provide Workers' Compensation Insurance, as required by law.
3. The employer agrees to immediately notify the Career Education Coordinator at 581-3633 of serious situations involving the student.
4. This experience is to be coordinated by the WSWHE BOCES Career Center. The student will be under the direct supervision of a mentor who is an authorized employee of the business in which he/she interns.
5. The employer agrees to evaluate the work and progress of the student and to share this information with the Coordinator.
6. This agreement may be discontinued at any time.

_____ (Start Date) _____ (End Date) M T W Th F (Days of Work) _____ (Hours of Work)

Transportation Information ☐ Student Driving (Vo-Tec Permit Required)

☐ Bus District _____ Number _____

AM _____ Location _____

PM _____ Drop _____ Pick-Up _____

In case of an emergency, notify: _____ Phone: _____

_____ (Student) _____ (Parent/Guardian)

_____ (Employer) _____ (Occupational Teacher)

_____ (Home School CSS Chairperson or Designee) _____ (Career Education Coordinator)

_____ (Home School Guidance Counselor) _____ (BOCES Administrator)

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WASHINGTON-SARATOGA
BOCES
WARREN-HAMILTON-ESSEX

VOCATIONAL INTERNSHIP PROGRAM

(Unpaid Internships)

Memorandum of Agreement

F. Donald Myers Education Center
Henning Road
Saratoga Springs, NY 12866
518-581-3633
Fax: 518-581-3809

1. This establishes an agreement between the Washington-Saratoga-Warren-Essex Board of Cooperative Educational Services and _____ _____
(Name of Mentor/Establishment) (Contact Person)

_____ _____ _____
(Address) (Zip) (Phone Number)

regarding the placement of _____ _____
(Name of Student) (Phone Number)

_____ _____ _____ _____
(Street Address) (City) (State) (Zip)

from _____
(Home School District)

2. The student placed in an outside establishment is covered under the WSWHE BOCES liability insurance.
3. The mentor agrees to immediately notify the Career Education Coordinator at 581-3633 of a serious situation involving the student.
4. This experience is to be coordinated by the WSWHE BOCES Career Center. The student will be under the direct supervision of a mentor who is an authorized employee of the business in which he/she interns.
5. The mentor agrees to evaluate the work and progress of the student and to share this information with the Coordinator.
6. This agreement may be discontinued at any time.

_____ _____ M T W Th F _____
(Start Date) (End Date) (Days of Work) (Hours of Work)

Transportation Information ☐ Student Driving (Vo-Tec Permit Required)

☐ Bus District _____ Number _____

AM _____ Location _____

PM _____ Drop _____ Pick-Up _____

In case of an emergency, notify: _____ Phone: _____

_____ _____
(Student) (Parent/Guardian)

_____ _____
(Mentor) (Occupational Teacher)

_____ _____
(Home School CSS Chairperson or Designee) (Career Education Coordinator)

_____ _____
(Home School Guidance Counselor) (BOCES Administrator)

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HAMILTON-FULTON-MONTGOMERY BOCES
WORK STUDY TRAINING AGREEMENT

"School and Business working together for the betterment of youth"

ALTERNATIVE EDUCATION PROGRAM
14 School Street
Broadalbin, New York 12025
(518) 883-4001 or 1-800-767-2466
Fax: (518) 883-8307

SPECIAL EDUCATION DEPARTMENT
Vo-Tec Annex • P.O. Box 665
Johnstown, New York 12095
(518) 736-2262
Fax: (518) 736-2455

VO-TEC PROGRAM
Stoner Trail Road • P.O. Box 665
Johnstown, New York 12095
(518) 762-4633
Fax: (518) 736-1915

Student Name _____ Date _____

Name of Cooperating Business _____

Address _____

Phone # _____ Work Site Supervisor _____

BRIEF DESCRIPTION OF DUTIES:

Program Start _____ Schedule _____

Program Termination _____

This Program Will Be Paid At _____ Per Hour _____ Unpaid _____ BOCES Stipend

WE HAVE READ THE AGREEMENT CONTAINED ON THE REVERSE SIDE OF THIS FORM AND AGREE TO THE CONDITIONS SPECIFIED.

Student	Date	Work Study Coordinator	Date
Parent or Guardian	Date	Director / Principal	Date
Work Site Supervisor	Date	CSE / Home School Rep. If applicable	Date
Vo-Tec Instructor If applicable	Date		

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The Student Agrees to:

1. Regular attendance at school and work. When absences are necessary the student will notify the coordinator and the employer.
2. Comply with all reasonable requests, perform each work activity and carry out his/her job in a manner which reflects credit upon student, school and program.
3. Follow regulation and policies of the employer and recognize that school rules continue to be in effect on the job site.
4. Dress appropriately for the position assigned.
5. Seek help from the Coordinator and work site supervisor and accept guidance from them.
6. Have all necessary forms completed before beginning the placement.
7. When appropriate, provide transportation to the work site. All transportation forms MUST be completed as well
8. Alternative School students **only** must turn in weekly time sheets and evaluations.

The School Agrees to:

1. Arrange for work study placement and transportation when possible.
2. Grant credits as appropriate.
3. Provide classroom support that will correspond to appropriate job related skills.
4. Work with the work study coordinator to provide guidance and support.
5. Provide Insurance for unpaid students during the work study hours.

The Firm Work Site Agrees to:

1. Provide a safe work environment, training and direct supervision of the student's work.
2. Review the students progress and provide increasingly challenging work activities.
3. Provide regular appraisals of student performance.
4. Adhere to all New York State Labor Laws.
5. Not allow students to replace a paid employee.
6. Pay Workmen's Compensation if the student is paid.
7. Provide safety training as part of the work study placement.

The Work Study Coordinator Agrees to:

1. Work with all parties involved to provide the best possible placements and training.
2. Visit work sites to consult with students and employers.
3. Assist the employer with supervision and evaluations.
4. Facilitate communication between all parties.

WASHINGTON•SARATOGA
BOCES
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
WARREN•HAMILTON•ESSEX

Career Education Center

Southern Adirondack Education Center
142-144 Lower Dix Avenue
Hudson Falls, NY 12839-1098

Phone 518/581-3440 or 518/746-3440
Fax 518/581-3409 or 518/746-3409

STUDENT CONTRACT

Capstone/Career Exploration/Internship

1. I agree to report to my internship/work experience site on time and every day scheduled.
2. If necessary, because of sickness, poor road conditions or transportation difficulty, I will call in to my mentor/employer to let him/her know that I won't be there or that I will be late.
3. I agree to return the Memorandum of Agreement to Mrs. Griffen before or immediately following the start of my internship/work experience.
4. I agree to complete all tasks requested by my mentor/employer to the best of my ability.
5. I agree to listen carefully and ask questions of my mentor/employer, for greater understanding.
6. I agree to work in a safe manner and will take no unnecessary risks.
7. I agree to attend seminars, complete assignments and turn in a final project.
8. I agree to keep a daily log and turn in time sheets.
9. I agree to attend the annual recognition luncheon held in May for students, mentors, employers, counselors and Vo-Tec staff.
10. I agree to attend the final completion ceremony held in June at the Glens Falls Civic Center.
11. I agree to keep up all classwork at my high school.
12. I agree to provide my own transportation.
13. I will not terminate this experience without a conference first with Mrs. Griffen and my mentor/employer.

Internship/Work Experience Title: _____

Date: _____ Signature: _____

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DISCOVER YOUR CAREER INTERESTS

THIS QUIZ CAN HELP YOU GET A CLEARER IDEA OF THINGS YOU LIKE TO DO. IN EACH GROUP OF ACTIVITIES BELOW, CIRCLE THE LETTER OF THE ONE YOU THINK YOU'D LIKE DOING MOST. CROSS OUT THE LETTER OF THE ACTIVITY YOU WOULD LIKE DOING LEAST. DON'T WORRY IF YOU DON'T HAVE THE SKILLS OR KNOW-HOW TO DO THE THINGS LISTED. THIS IS A TEST OF YOUR GENERAL INTERESTS. THERE ARE NO RIGHT OR WRONG ANSWERS. SEE THE FOLLOWING PAGE FOR THE SCORING.

1. a. Write a short story or magazine article.
b. Teach an exercise class.
c. Repair a television.

2. a. Plan an exciting vacation.
b. Cook for friends.
c. Pilot a plane.

3. a. Learn about astronomy.
b. Help a friend solve a personal problem.
c. Teach someone to drive a car.

4. a. Make up a personal budget.
b. Sell your favorite product to others.
c. Plant a garden.

5. a. Direct a hospital's finances.
b. Assist in a medical operation.
c. Research the causes of a disease.

6. a. Invent your own secret code.
b. Interview a famous spy on TV.
c. Make "invisible ink."

7. a. Design a dream house.
b. Volunteer for a community service project.
c. Build a house yourself.

8. a. Read a book.
b. Talk with a friend.
c. Paint a bookcase.

9. a. Write an election campaign speech.
b. Deliver a speech to a crowd.
c. Use a camera to make a campaign commercial

10. a. Write a rap song.
b. Coach a team.
c. Drive a race car.

11. a. Make up a restaurant menu.
b. Manage a popular restaurant.
c. Design a restaurant.

12. a. Write a term paper.
b. Tutor others in a hard subject.
c. Perform a science experiment.

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SCORING

THIS QUIZ CAN HELP YOU FIGURE OUT WHAT YOU LIKE BEST:

A.
WORKING WITH IDEAS AND INFORMATION

B.
WORKING WITH OTHER PEOPLE, OR

C.
WORKING WITH MACHINES, EQUIPMENT AND THINGS.

COUNT UP THE NUMBER OF ACTIVITIES YOU LIKED MOST AND LEAST IN EACH OF THE ACTIVITY GROUPS OF A, B AND C. FILL IN YOUR SCORES IN THE SPACES TO THE RIGHT.

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FOR LETTER "A" ACTIVITIES

_____ Most liked _____ Least liked

Letter "a" activities have to do with ideas, facts and figures, words and paperwork. If you like letter "a" activities, you might want to consider one of these careers:

- accountant
- computer operator
- administrative assistant
- financial service worker
- librarian
- researcher
- postal clerk
- nutritionist
- lawyer
- secretary
- writer or reporter
- creative artist
- teacher
- home economist

FOR LETTER "B" ACTIVITIES

_____ Most liked _____ Least liked

Letter "b" activities involve work with other people. If you liked a lot of "b" activities, you might enjoy one of these careers:

- teacher
- clergy member
- guidance counselor
- salesperson
- cosmetologist
- retail store manager
- psychologist
- home economist
- social worker
- travel agent
- coach
- police officer
- hotel worker
- food service worker

FOR LETTER "C" ACTIVITIES

_____ Most liked _____ Least liked

Letter "c" activities involve work with systems, machines and other things. If you like letter "c" activities, you might want to look into one of these careers:

- auto mechanic
- agriculturist
- computer repair technician
- medical technician
- carpenter
- electrician
- engineer
- machinist
- physical scientist
- plumber
- truck driver
- architect
- nutritionist
- welder
- chemist

Career Exploration Internship Program (CEIP)

COORDINATOR'S CHECKLIST

___ Student's Completed Application Form.

___ Student's Social Security No.: _____

___ Student's Working Paper No.: _____

___ Letters of Recommendation

___ Signed Parental/Guardian Permission Form

___ Release Form

___ Memorandum of Agreement

___ Training Plan

___ Confidentiality Statement

___ Resume

___ Safety Training Record

___ Time Verification Sheets/Card

___ Journal Reviews (reviews & comments attached)

___ Site Visit Reports (reports & comments attached)

NOTES:

Qualities of Successful Mentors

- **Personal commitment to be involved with another person for an extended time period—six months to one year at minimum.**

  Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions, to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul, to be there long enough to make a difference.

- **Respect for individuals and for their abilities and their right to make their own choices in life.**

  Mentors can't come with the attitude that their own ways are better or that participants need to be "rescued." Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their partners, and the privilege of being advisors to them.

- **Ability to listen and to accept different points of view.**

  Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving participants an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.

- **Ability to empathize with another person's struggles.**

  Good mentors can feel "with" people without feeling pity "for" them. Even without having had the same life experiences, they can empathize with their partners' feelings and personal problems.

- **Ability to see solutions and opportunities as well as barriers.**

  Good mentors balance a realistic respect for the real and serious problems faced by their partners with an optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.

- **Flexibility and openness.**

  Good mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their partners, to learn new things that are important to their partners (music, styles, and philosophies), and even to be changed by their relationship.

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HOW TO BE A ROLE MODEL?
A Guide for Role Models

The use of role models is an excellent way to open doors to various occupations that students otherwise might not have known about.

The use of role models is an excellent way to open doors to various occupations that students otherwise might not have known about. Many young women and men never consider the career for which they are best suited simply because persons of their gender have not traditionally been involved in that occupation. The Greater Capital District Tech-Prep Consortium is providing opportunities for role models to share information with students about experiences, benefits, problems and barriers related to their work in nontraditional fields.

The purposes of the role model activities are:

a) to encourage students to keep options open to all career possibilities including nontraditional careers,
b) to encourage students to consider enrollment in a Tech Prep alternative.

The process is centered around site visitation(s) by several role models. Schools provide preliminary and follow-up activities around the role model visit (see Activity Packet). Each role model may give one or two presentations to various groups of students, who may form discussion groups. Teachers and students should prepare for the visit by discussing the need for technical careers and the opportunities for females and males in nontraditional occupations by developing questions for the role models and by researching the lives of significant women and men who have worked in nontraditional fields.

Preliminary Activities Recommended to Teachers are:

1. Define and describe "nontraditional occupations"
2. Introduce the Tech Prep Program(s)
3. (a) Discuss benefits involved in pursuing a nontraditional career

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There should be time set aside for students to ask the role models questions about their career and how it affects their personal life.

(b) Identify reasons students might wish to consider enrolling in Tech Prep career courses (e.g., better paying jobs with advancement potential, jobs suited to individual interests and aptitudes, opportunities to overcome gender discrimination, etc.)

4. A discussion of barriers such as self-exclusion and workplace discrimination and identification of resources available, such as counseling and guidance.

About the Role Model's Presentation:

The teacher/administrator should introduce the role model by name, occupation, business or industry in which employed, educational background and length of time in occupation. The role model should speak briefly and be open for questions. The role model should also expect student interest in his/her personal life, e.g., questions regarding marriage, children, family support, etc. Role models should speak informally to students and dress comfortably (casual dress or business clothing).

Here are some questions role models can expect:

This list of questions can help the role model prepare for their presentation — they will have a better idea of what to expect.

- What are your daily duties?
- Describe a typical workday.
- Do people treat you differently because you are a woman (or man)? Do you work by yourself or with other people?
- Are there any special physical requirements for your work?
- Is your job dangerous?
- Do you have to wear a special uniform?
- Is it easy to be a woman in this job?
- How many of your co-workers are women?
- Are chances of raises and promotions as good for a woman as for a man?
- What do you like most, or least, in your job?
- Why did you decide to enter this line of work?
- What education or training did you need for this job?
- Do you work a lot with numbers and math?
- Were you good at math? How much did you take in high school?

Questions For Role Models

- If college is required, how many years? What kind of degree?
- What is the salary range?
- How did you select your career?
- Would you choose the same career if you had it to do over again?
- What are three high school courses that might help me in this career?
- What are the opportunities for advancement?
- Do you get a chance to travel? Do you HAVE to travel?
- What effect does your job have on your family? Your lifestyle?
- Are there child care resources/needs associated with your job?

Provided by the Greater Capital District Tech-Prep Consortium, Gender Equity Project, 1994.

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Questions for the Role Models

1. What made you choose this line of work?
2. What subjects in school should you try to do particularly well in if you are interested in this type of work?
3. What kind of education after high school is necessary to do for your profession?
4. What kind of work experiences might help you when you go to apply for the job you have?
5. What personal characteristics do you need to do this kind of work?
6. What do like about your job?
7. What responsibilities or tasks in your work do you find least desirable?
8. Can you describe what your typical working day is like?
9. What are the working conditions at your job site with regard to such issues as (1) hours/day and week (2) fringe benefits (3) job security?
10. Is there a high demand for your kind of work?
11. What range of salary can someone expect to start at in your job area?
12. What type of promotional opportunities are available to you?
13. Do you feel there is any gender discrimination in your line of work?
14. Is sexual harassment confronted/prevented at your work site?
15. Is there a dress code where your work?
16. Do people have job security in cases of maternity/paternity leaves?
17. Do you have to travel as part of your job?
18. What do your family or friends think about your work? Are there any conflicts at home because of work demands?
19. Are you required to work as a team or do you work alone?
20. Do you feel like an important part of the business?

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NEW YORK CITY PUBLIC SCHOOLS

RAMON C. CORTINES
CHANCELLOR

MICHELE I. NOWOSAD, Ph.D.
EXECUTIVE DIRECTOR

QUESTIONNAIRE FOR PROSPECTIVE MENTORS

The information you give will be used not only to determine your eligibility for this program, but also to link you to the mentor program or student most appropriate given your background and interests. All data will be used only on a "needs to know" basis. Pursuant to Board of Education policy, this information will be used to clear you to work unsupervised with an individual child. Complete this form and mail it to:

New York City Public Schools
The Office of External Program
110 Livingston Street, Room 406
Brooklyn, New York 11201

Name _____ Title _____

Company/Affiliation _____

Address _____ Daytime Phone _____

_____

Address (home) _____ Evening Phone _____

_____ Sex: M F

I. Personal Profile

Educational Background. Begin with your most recent educational experience. List the name of the institution(s), your graduation year and the degree(s) received.

_____

_____

_____

_____

_____

_____

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Employment History. Begin with your most recent job and list for the last 10 years. For each entry, include job type, your title and a brief description of your responsibilities. Attach a second page if needed.

Community Service. List current and past participation in community activities. Include any involvement with youth-serving agencies.

Language Proficincy. List the languages in which you are fluent.

II. Program Participation

Time availability. Number of hours per week: _____ Preferable days: _____

Limitations: _____

Comments: _____

_____

Are you participating in the program with the full support of your employer? Yes _____ No _____

If *no*, how will you resolve potential time conflicts? _____

_____

In which borough/neighborhood do you wish to work? _____

III. Mentoring Prospectus

What are you looking for in a student/mentee (eg. qualities, background, interests)?

_____

_____

_____

Cultural/creative/social activities which you enjoy and would like to share with a student/mentee:

_____

_____

_____

Describe the benefits you hope to realize from your involvement with school age children: _____

_____

_____

_____

What age student do you wish to mentor? _____

What is your age? ☐ 0 - 20 ☐ 21 - 40 ☐ 41 - 60 ☐ 60+

What individual is a role model for you? _____

How would you have answered the above question as a young person? _____

_____

If you could recommend one book for a young person to read, what would it be? _____

_____

Describe your life experiences which will assist you in mentoring. Use the back page of this form, or attach an additional sheet of paper if necessary.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

What information, skill or training would you like to have in preparation for mentoring? _____

_____

_____

_____

IV. References

Have you ever been convicted of a crime? No ___ Yes ___

If *yes*, how long ago? _____ In what court? _____

List the names, addresses and daytime telephone numbers of three persons who have known you for at least one (1) year and well enough to vouch for your character. One of these persons must have been an employer or supervisor. None may be from your immediate family. References will only be contacted upon your conditional acceptance into the program.

Name _____

Address _____

_____

Daytime Phone _____ Relationship _____

Name _____

Address _____

_____

Daytime Phone _____ Relationship _____

Name _____

Address _____

_____

Daytime Phone _____ Relationship _____

IMPORTANT!

Federal law requires that student records remain confidential and any information obtained about a student, from address to work habits, may not be disclosed to others except the student's teacher, principal, guidance counselor and/or parents. If a prospective mentor questions his/her ability to abide by this law, he/she should reconsider applying.

Any publication emanating from participation in this program must be reviewed by the Chancellor or his designee prior to publication.

I have read the above statements and agree to abide by them. The information I have provided in this application is true to the best of my knowledge. I grant permission to the New York Board of Education to verify the data and to contact the references provided.

_____
signature Date

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What Can a Mentor Hope to Accomplish?

I. ***Offer friendship that genuinely desires the best for the other person.***

A. If this is a rare relationship in the young person's life, just the offer of so special a gift can lead to much testing.

1. Testing can take many forms and can be difficult for the mentor to accept. For example, an outing may be planned and the person is not home when the mentor comes, or has a friend or two present for company and insists they come for the outing also.

II. ***Offer support for the student's realization, even if unspoken, of the discrimination in our society because of social status, race, color, sex, and economic status.***

A. To discuss the discrimination and explain how it works in actual practice is a tremendous help to the student so that she can understand why some people seem to succeed/fit in easily and others do not. Discrimination is not the only answer, but class status explains a great deal.

1. For example, the use of appropriate/standard English then makes more sense to the students when they understand that language use is one of the first ways by which the larger society judges a person.

III. ***Make sense generally of the larger world for the student so that she feels a sense of power over her own life.***

A. Share our personal strategies with student: planning of budget, personal life and career.

1. One of the major differences in life styles is the planning.
2. Success in U. S. closely linked to realistic planning and establishment of goals.

B. Students need a great deal of help in this area in setting short-term goals -- perhaps for one day at first, and then doing Futures planning which sets a goal of one or more years and establishes the steps necessary for achieving the goal.

IV. ***Being honest with the student by sharing one's own failures and what the results have been in one's life.***

A. This is one of the more difficult challenges for the mentor as it assumes a relationship of trust has been developed. If we can't share a failure, however, how can the student? Success in mentoring comes as the students decide to use the mentor as a role model.

V. ***Building the student's self esteem by giving her a sense of how she is unique and unlike anyone else -- and how valuable this uniqueness is.***

This is perhaps the primary goal of any mentor's relationship with a student, but it is the most long term and the most difficult to accomplish.

A. Praise for the successful meeting of a goal begins the process.

B. Expressing joy in the student's successes and skills builds the foundation. Short-term goals help the student develop skills and abilities. The mentor's good praise grows out of discovering these qualities in the student's present development.

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What to Say About Your Occupation

WHO do you work for?

WHAT do you do?

- What is your job title?
- What are your duties?
- Do your duties or tasks change from day to day?
- What are the physical and mental requirements?
- Are there unusual demands?
- Is your job dangerous?
- What skills and personal qualities are important in doing your job
- What type of interactions do you have with other people?

WHEN do you work?

- What are your working hours? Are they the same every day?
- Are your hours flexible?
- Do you work weekends, holidays, or nights?
- Do you work overtime?

WHERE do you work?

- Do you work indoors or outdoors?
- Do you work in one location or different locations?
- Do you travel?
- Could you do your job anywhere in the country or state?

WHY do you work where you do?

- What aspects of your occupation do you like and dislike?
- What is the average salary for this occupation?
- Why did you choose this field?
- Are there opportunities for advancement?
- Is there a memorable experience in your work that was especially humorous, dangerous, or rewarding that you can share with students?

HOW did you get the job?

- What work experience is required?
- What education is necessary?
- What special licenses, examination, or certificates are required?

Compiled by Orange County Women [illegible]

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NEW YORK CITY PUBLIC SCHOOLS

RAMON C. CORTINES
CHANCELLOR

MICHELE I. NOWOSAD, Ph.D.
EXECUTIVE DIRECTOR

NEW YORK CITY MENTORING PROGRAM
"WORLD OF WORK AWARENESS"

GETTING STARTED

When the mentor first meets with the mentee, here are some topics to consider sharing about yourself and your job. You can discuss the following:

WHAT YOU DO

Describe your job
Major tasks, sub tasks
Equipment or tools you use
Describe a typical day on the job

WHAT YOUR WORK IS LIKE

Working hours
Salary range for this type of occupation
Fringe benefits (health insurance, retirement, credit unions, etc.)
Union and/or professional organizations involved in your work
Working environment (noise, lighting, travel, special clothing, etc.)
History of this kind of work
What you produce (goods, services, etc.)
Interdependence of your job and other jobs/products/industries
Where else in the community your kind of work is done
Government regulations affecting your work

THE FUTURE IN IT

Degree of opportunity for women and men regardless of race
Opportunities for advancement
Personal qualities needed
Environmental problems; effects of technology on your work
Effects of the economy & economic conditions on your job
Other jobs you would move into/train for in your job
Other jobs you could do with these same skills

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JOB ENTRY

How you got started in this job
Other jobs you have held
Skills you already had that you use now; how you acquired them
Skills you had to learn specifically for this job; how you acquired them
Your recommendations to others for acquiring these same skills
Your job as a lifetime career or as a stepping stone
Related jobs for which you are now prepared

HOW IT FEELS

What you like and dislike about the job
What you would change if you could
Avenues available to you for making suggestions on the job
What you would rather do if you were not satisfied
Interpersonal skills you find very important and why
Understanding attitudes and values important to your job
Why you chose this type of work (with machines instead of people, for example)

HOW IT AFFECTS YOUR PERSONAL LIFE

Leisure time
Job-related skills you use
Increase in energy
Family time
Adequate exercise
General Health
Expanding interests
Tension-fatigue vs.
stimulation-fulfillment

ON-THE-JOB TRAINING

Orientation

The internship may be the first job experience participants have ever had. They may be unfamiliar with procedures and policies of the workplace. There will also be concerns and anxieties about adjusting to the new environment. Employers are expected to provide a comprehensive orientation as well as on-the-job training.

Conditions of the Internship

If expected to follow rules of the workplace, the intern must be made aware of them and know why they are important. These include:

- Hours, days and duration of the employment.
- Holidays and other times the office is closed.
- Importance of good attendance and punctuality.
- Dress code.
- Time card procedures (or the arrangement for keeping track of hours).
- Safety regulations, reporting accidents, and special hazards of the job, if any.
- Use of supplies and office equipment.
- Use of the telephone.

Describing the Workplace

Remember, the intern is a stranger to the office. It will be helpful to perform the following activities:

- Introduce other employees with whom the intern will be working.
- Specify the location of the restrooms, water fountains, lounges and other
- facilities.
- Describe other units or sections and their functions.
- Provide background information.

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Describing the Job

People want to perform well. To do so, they must know what is expected.

- Review the job responsibilities in detail, remembering certain terminology may be confusing.
- Define standards, quality and quantity.
- Explain who will be offering job instruction and supervision.
- Specify deadlines and peak periods.
- Provide learning aids (samples, procedures).
- Point out where to find information (manuals, files, etc.).

Coaching*

The coaching of interns involves a few commonly recognized stages:

- Demonstration and Reciprocal Questioning- While demonstrating a task, point out important features of the job. Check the intern's understanding by asking questions and encourage him/her to ask questions. Explain the criteria for performance, point out common problems and identify problem solving strategies. Explain why we perform tasks a certain way.
- Monitoring and Critiquing-As the intern performs the task independently, give clear and immediate feedback. As the intern gains in confidence with the task, increase the intervals between monitoring and feedback. Encourage the intern to monitor his/her own performance and to ask for help.
- Modeling Problem Solving-Demonstrate and "think aloud" problem solving tactics. Explain the questions that the intern has to ask him/herself when problems arise. Identify the kinds and sources of information the intern needs to find a solution and point out cues to guide problem solving.

Optional Activities

- If appropriate, assign a special project of specific duration and scope.
- Set aside an agreed time during the week to talk with the intern.
- Provide the intern with information relating to your workplace. If appropriate, include the intern in staff meetings, share office circulations, and provide background information.
- Challenge the intern.

*Source-Hamilton, S. and Hamilton, M. A. (1993)

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WORK HABITS IN THE REAL WORLD

GOAL: To recognize the importance of certain behaviors and ethics which are critical to success on the job.

MATERIALS: Paper; pen or pencil.

WHAT TO DO:

- ❑ Explain to your mentee that getting a job and keeping a job are two different things. Together, identify behaviors and work ethics that are important to keeping and succeeding in a job.

  For example, being:

  - Dependable
  - Honest
  - Able to work well with others
  - Willing to learn
  - Able to demonstrate initiative
  - Able to control one's emotions
  - Able to follow through on assignments and responsibilities

- ❑ As you participate in other activities which take you into a work environment (almost anywhere), observe these critical workplace behaviors in action. This activity can be completed while your mentee is "shadowing" you at work. See page 163.

- ❑ Observe employees who are successful at these behaviors (for example, a server at a restaurant who is courteous) and those who are not (for example, an employee who is unwilling to find out the information you requested). Discuss the situations and how your mentee might respond when faced with similar ones.

- ❑ Discuss with your mentee the consequences of both success (for example, being promoted) and failure (for example, being fired) on the job:

  - Personal—How would you feel?
  - Financial—What would be the impact of the lost income?
  - The consequences on one's future.

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SPONSOR CHECKLIST

Welcome to F.I.T.'s Internship Program! The following checklist for Internship Sponsor Supervisors may answer some of your questions and will provide internship guidelines.

The intern is a **student not an employee**! The intern may lack the knowledge, experience, and sophistication needed in an employee. The internship will provide an opportunity to learn and grow.

[ ] Be available to **greet intern** on first day; if possible, take the intern to coffee or lunch in the beginning of the internship

[ ] **Introduce** intern to members of the office; department; company; division etc. Provide intern with an organization chart; business cards; etc.

[ ] Show the intern **locations** of: the company mailroom; copy room; restroom; lunchroom; supply room; their station or office; etc.

[ ] Clearly and quickly **review your expectations** of the internship: job description; goal setting; responsibilities; etc.

[ ] Determine the **student's internship goals and objectives** (What do they hope to gain from the internship? What would the intern like to do? learn?)--utilize the F.I.T. **Internship Agreement form**

[ ] **Set the rules**: intern's schedule; time of arrival and departure; personal telephone calls; dress code; lunch procedure; calling in when late or sick; etc.

[ ] **Assign a "backup"** supervisor in your absence to sign time sheets; answer questions; etc.

[ ] Provide a specific, daily **"to-do" list** for the intern

[ ] **Assign a project(s)** for the intern that can be worked on independently during the semester (the Internship Program can provide ideas and suggestions for projects and assignments)

[ ] Invite intern to participate in activities appropriate to your industry: **attend meetings; meet with clients; go to the market; source; etc.**

[ ] Schedule a time each day or week to **meet with the intern** to review progress; answer questions; etc.

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Sponsor Checklist

[ ] If there is a problem or concern, meet with the intern **immediately** to review the situation--contact the Internship Office for assistance, if necessary

[ ] Provide the intern with **positive feedback** about their performance--identify strengths and talents; assess future contributions to the field; encourage involvement, growth, and creative thinking (even if their contribution is not used)

[ ] Teach the student the value of **"networking"**--recommend trade publications and professional organizations appropriate to your field

[ ] Act as a **mentor** to the intern--you are their role-model!

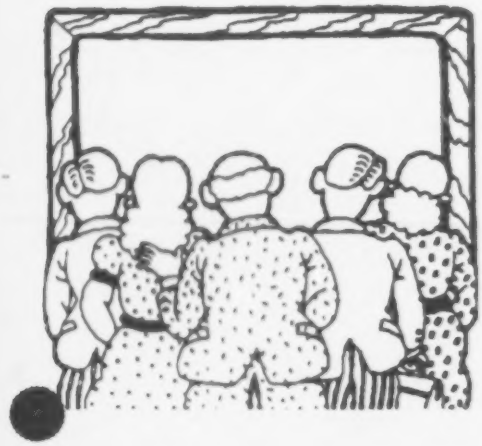
[ ] Consider a **training program approach** to the internship providing the student with exposure to various departments, programs, and procedures

Rev. 9/95

Ideas to Enhance the Experience

After a brainstorming session with coworkers, I realized that there were many interesting experiences for my students that only our company could provide."

As a mentor, you have the opportunity to be creative in designing the experience that you and your student will have. You will both gain additional satisfaction if you can "personalize" the experience by choosing activities specifically suited to your interests and your student's needs. Some ideas are listed below:



Some Examples

- Help your student to organize a notebook keeping track of information learned on the job. Set up a notebook with dividers to organize the information.
- After the student is comfortable in the work environment, arrange interviews with your coworkers so that the student can learn about other jobs. Help create a list of questions to ask. Examples:
  "What education is required for this position?"
  "What is a typical day for you like?"
  "What equipment do you use?"
  "What do you find most satisfying in your work?"
  "What previous jobs have you held?"
- Arrange opportunities for the student to shadow coworkers.
- If your company has training tapes or an employee manual, make arrangements to view or read them with your student. Then set aside time for discussion.
- Invite your student to attend a business meeting with you Preview the agenda and explain why topics are being discussed. Then set aside time for discussion.
- If your company offers seminars or workshops, take your student to one.
- Take a Continuing Education course with your student at Tompkins Cortland Community College. It might be a course related to work or just a common interest.

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Evaluating the Learning Experience

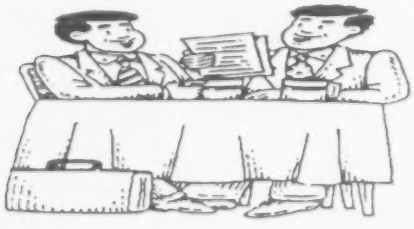
"I never realized how much I knew until I started training a student!"

Reporting on Progress

You and your student should **meet regularly** to discuss how things are going. When you both reflect together on the student's performance, you each have the opportunity to give and get valuable feedback on your teaching and learning efforts.

During the course of the work experience the mentor will be asked to complete a progress report two times; the first will be sixty days after the student starts work; the second will be close to the end of the job.

It is often a good idea to ask the student to also complete the form. This gives the two of you a chance to discuss the similarities and differences in your perceptions. Be sure to discuss both areas of achievement and areas where improvement is needed. At the end of the discussion, ask the student to summarize what was learned from the progress report and how he or she plans to act upon the knowledge.



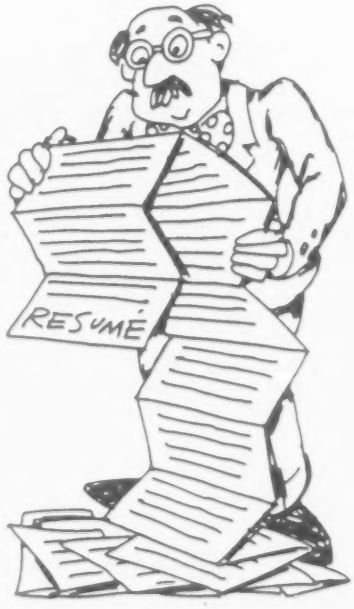
Ending the Experience

It is important that the end of the work relationship be a positive experience for your student. Try to leave an open door for the student to return to visit or to call with questions.

A formal exit interview can also help put this experience in perspective, provide a detailed picture of accomplishments and future plans. It is also a good way to say thank you and goodbye and wish your student well. At this time, you might also want to give the student an opportunity to evaluate his or her own performance through a written self-evaluation.

Depending on the individual circumstances, you might also consider:

- providing the student with a letter of recommendation to take to the next worksite
- giving the student a small memento, e.g. a certificate, card or pencil with the company name
- organizing a farewell party
- taking the student to lunch



SABA EMPLOYMENT/PRACTICUM PROGRAM

MENTOR WEEKLY PROGRESS DOCUMENT

Mentor Name:_____ Student Name:_____
Work Site Address:_____ Home Address:_____
School:_____
Work Phone:_____ Home Phone:_____

INSTRUCTIONS

1. With your student, establish four job specific skills to be learned/accomplished during the experience. List them in the spaces below.
2. Use the below grids to evaluate your student following each meeting. Discuss such weekly with your student.
3. Required to keep current and available for review by SABA.

GOALS

1._____ 3._____
2._____ 4._____

WEEKLY PROGRESS

S = Satisfactory Progress N = Needs Improvement U = Unsatisfactory Progress

Goals

Date
Goal 1
Goal 2
Goal 3
Goal 4
Initials

Ethic Skills

Date
Dependability
Follows Instructions
Respectful
Responsibility
Dressed Properly
Initiative
Attitude
Accepts Criticism
Initials

Cooperative Education Program

SAGEWORKS

Where Experience = Success

Term_____

Russell Sage College
Career Development Center/Cooperative Education
Troy, NY 12180
(518) 270-2272
(fax) 270-6865

EMPLOYER EVALUATION REPORT

(completed at the end of each semester)

Student _____

Worksite _____

Supervisor's Name _____

Title _____

Organization _____

_____

Phone _____

Please complete the following questions and continue on the reverse side if necessary.

1. How long have you supervised this student employee?

2. Please provide a general appraisal of the student's performance.

3. Would you hire this student again if circumstances permitted?

4. Please discuss your degree of satisfaction with the Career Development Center at Russell Sage before and during placement (where appropriate).

Total number of hours student worked _____
Employment dates _____
Salary _____

_____ _____
Supervisor's Signature Date

THANK YOU!

Russe

ll Sage College - Cooperative Education Program

STUDENT END OF TERM EVALUATION

Please complete al the questions in each section. Your response is confidential.

I. Evaluation of Work Assignment

Student Name __ Date

Worksite _____ Department

Job Title _____

Supervisor _____ Phone ( )

Co-op placement

Briefly describe y your job responsibilities.

_____

_____

_____

_____

_____

Do you feel that your work was important to your employer? Please explain.

_____

_____

_____

_____

_____

Was your educa tion useful in relation to your work? Please explain.

_____

_____

_____

_____

_____

Did you learn ne skills or improve your skills? Please explain.

_____

_____

_____

_____

_____

Please assess th experience using the following scale:
4 = excellen

_____a. value o experience _____b. skills learned
_____c. supervi on provided _____d. challenge of assignments
_____e. appropr ate work load _____f. variety of work
_____g. orienta n

STUDENT PERFORMANCE APPRAISAL FORM

Student Name _____ Supervisor _____

Evaluation Date _____ Start Date _____

Classification _____ Mentor _____

Department _____ School _____

PERFORMANCE	COMMENTS
Learns quickly	
Applies knowledge	
Asks questions	
Follows directions	
Reads effectively	
Writes clearly	
Questions information and instructions appropriately	
PERSONAL ATTRIBUTES	**COMMENTS**
Demonstrates self-confidence	
Respects self and others	
Accepts constructive criticism	
Reports to work mentally and physically prepared	
INDIVIDUAL COMMITMENT	**COMMENTS**
Punctual, good attendance, and appropriate appearance	
Shows initiative to learn and applies learning	
SAFETY	**COMMENTS**
Observes safety rules & regulations	
Uses safety equipment properly	
Reports unsafe conditions	
TEAMWORK	**COMMENTS**
Cooperates	
Helps others	
Accepts and performs assignments	
Works effectively with others	

Overall Summary Rating ☐ Superior ☐ Above Average ☐ Satisfactory ☐ Improvement needed ☐ Unsatisfactory

Signature of Supervisor _____

Signature of Student _____

Signature of School to Work Coordinator _____

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BOCES

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

WARREN•HAMILTON•ESSEX

Career Education Center

Southern Adirondack Education Center
142-144 Lower Dix Avenue
Hudson Falls, NY 12839-1098

Phone 518/581-3440 or 518/746-3440
Fax 518/581-3409 or 518/746-3409

CAREER EXPLORATION PROGRAM
Student Report

STUDENT'S NAME: _____ END DATE: _____

MENTOR: _____ (Name of Business) OCCUPATIONAL COURSE: _____

DATE	HOURS	ACTIVITIES
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		

TOTAL HOURS _____ MENTOR'S SIGNATURE: _____

COMMENTS: _____

CAREER EDUCATION COORDINATOR'S SIGNATURE: _____

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CEP - COOPERATIVE EDUCATION EVALUATION REPORT

Name _____ Date Sent _____

Mentor _____ Date Completed _____

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Evaluator's Signature: _____

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MOHONASEN HIGH SCHOOL

CAREER EXPLORATION INTERNSHIP PROGRAM

EVALUATION FORM

INTERN _____ DATE _____

BUSINESS NAME _____ CAREER AREA _____

SUPERVISOR/MENTOR _____

NUMBER OF INTERNSHIP HOURS COMPLETED: _____

INDICATE HOW SATISFIED YOU WERE WITH THE INTERN'S PERFORMANCE USING THE FOLLOWING SCALE AS A GUIDE:

1 Far exceeded expectations; first-rate performance
2 Exceeded expectations; good performance
3 Met expectations; satisfactory performance
4 Below minimal expectations; below-average performance
5 Far below expectations; unsatisfactory performance

1. Command of the knowledge and abilities necessary to perform the assigned duties. _____
2. Communication skills. _____
3. Ability to work without supervision. _____
4. General attitude and social skills. _____
5. Ability to follow directions. _____
6. Ability to get along with co-workers. _____
7. Punctuality. _____
8. Dress and grooming. _____
9. Overall attitude towards accepting duties. _____
10. General estimation as a future and/or potential employee:

_____ would make an excellent employee
_____ would make a good employee
_____ would make a fair employee
_____ would not be hired

Evaluation reviewed: DATE _____

INTERN'S SIGNATURE _____

COORDINATOR'S SIGNATURE _____
Betty A. Jarvis/CEIP Coordinator

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